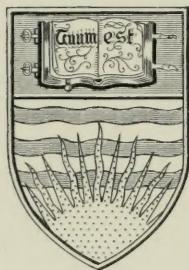


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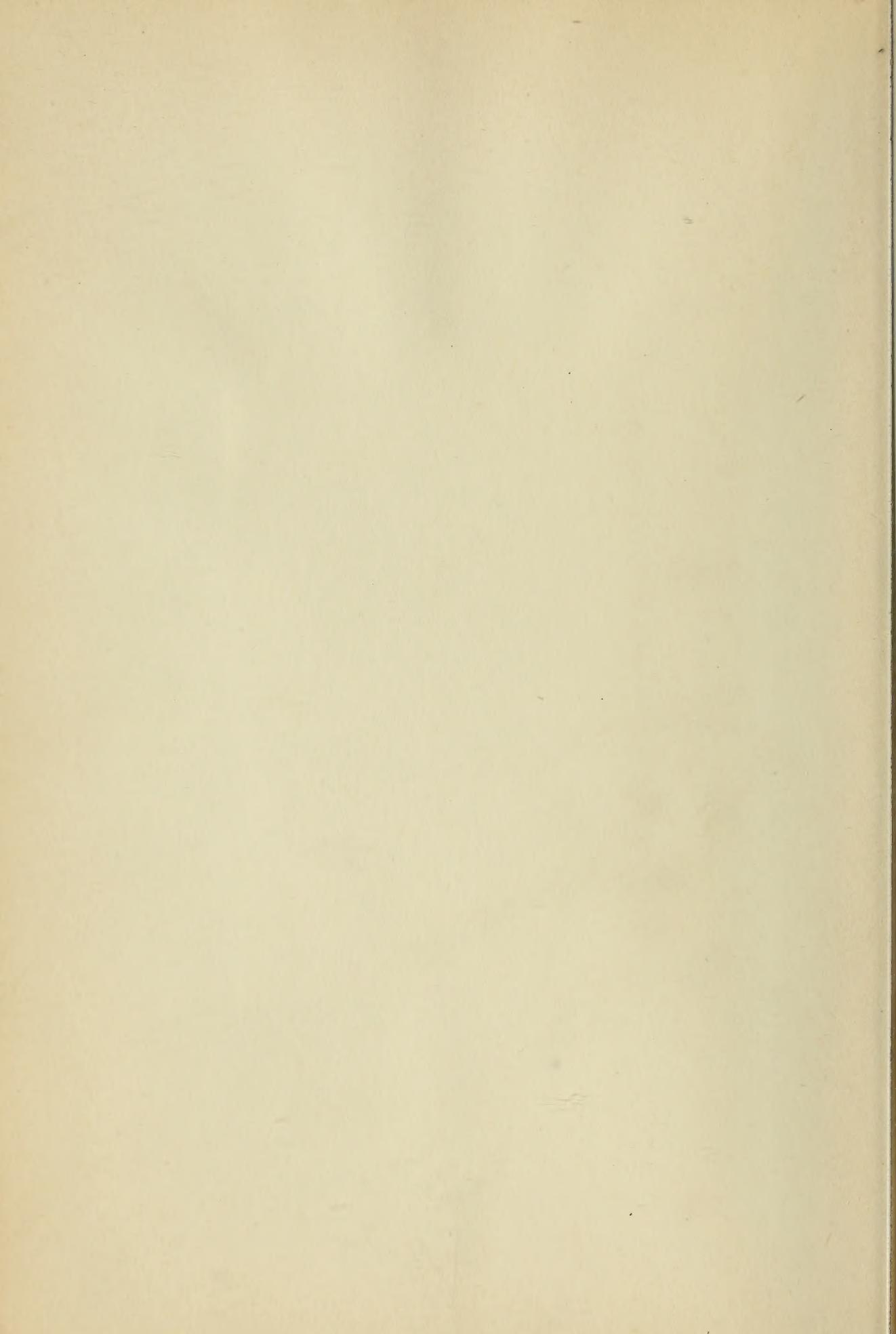
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The Vocational Guidance of College Students

BY

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PREFACE

THE guidance of college students is not new, it has always been the duty and privilege of instructors. But organization is necessary if the instructors are to discharge this duty most effectively. Probably such organization should involve a central officer and staff charged with supervision over the advisory activities of the faculty, conducting research in problems of student adjustments and objectives, and giving direct service to students. This officer may be the dean of the college, or an assistant whom the dean may call chairman of advisers, director of the student personnel office, assistant dean, or vocational or educational counselor.

Organized guidance, a newly accepted phase of administration, must justify itself. As soon as the adjective "vocational" is applied to guidance, the phrase appears to some to threaten the foundations of liberal education. But many are finding vocational guidance to be entirely compatible with the highest ideals of liberal education. National organizations are studying or sponsoring guidance in colleges: the National Research Council, the Society for the Promotion of Engineering Education, the American Association of University Professors, the United States Department of Labor, the American Management Association, the National Vocational Guidance Association, and the Personnel Research Federation.

Student guidance may seem necessary chiefly for large universities where the evils of mass education call for correction. However, guidance is necessary in small colleges as well, to supply needed information about the world of economic service, and

to insure contacts with the faculty for the less responsive students.

This book offers a survey of the development of vocational guidance for college students. For historical background it presents a very interesting investigation into student guidance, which was conducted by the faculty of Stanford University in 1911. It reports upon a nation-wide study carried on by questionnaire in 1920 through the coöperation of the United States Bureau of Education, and upon a series of visits in 1924 to colleges and universities whose pioneer work in organized guidance is outstanding. Finally it offers a plan for the guidance of students in a college of liberal arts.

LEWIS A. MAVERICK

November, 1926

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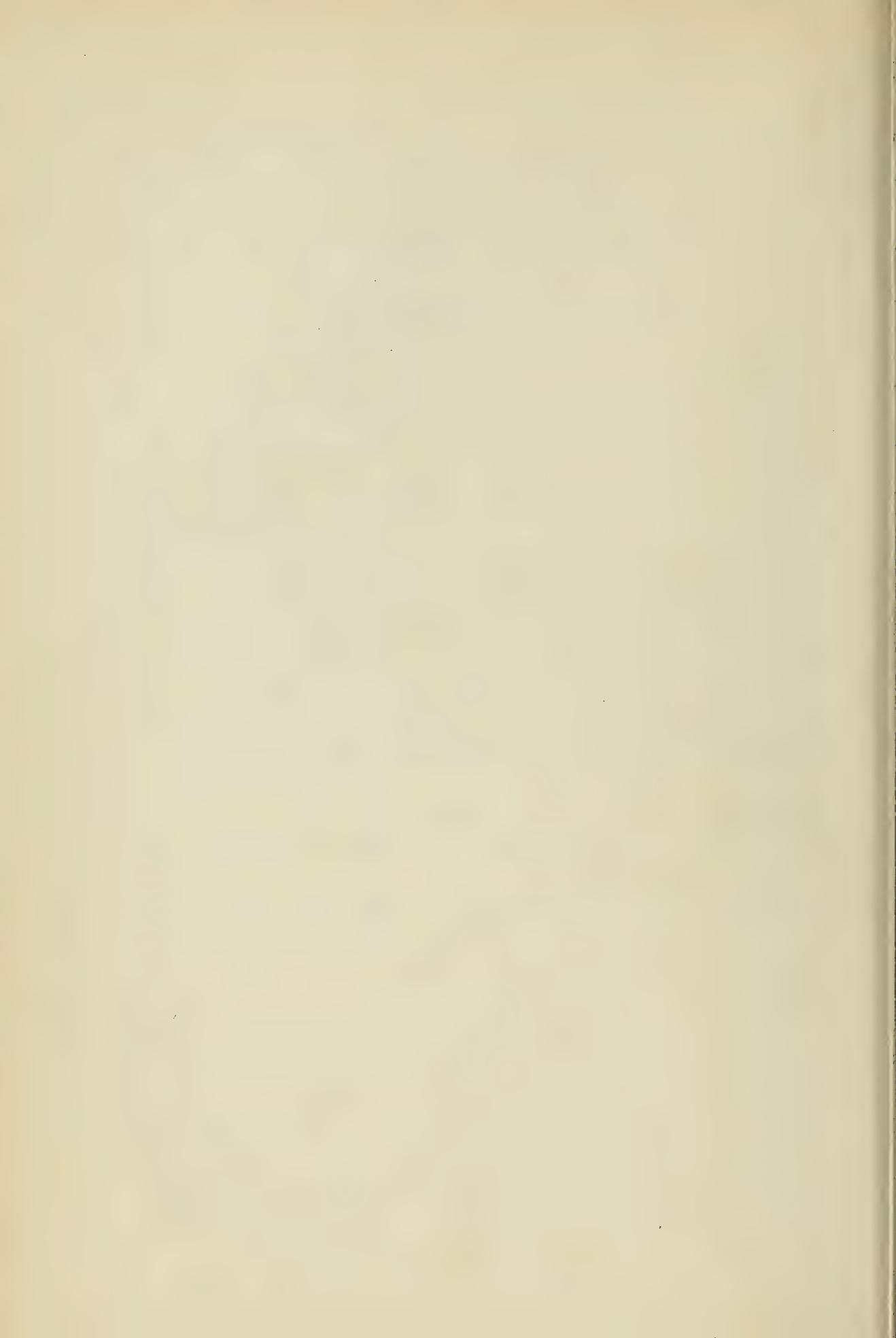
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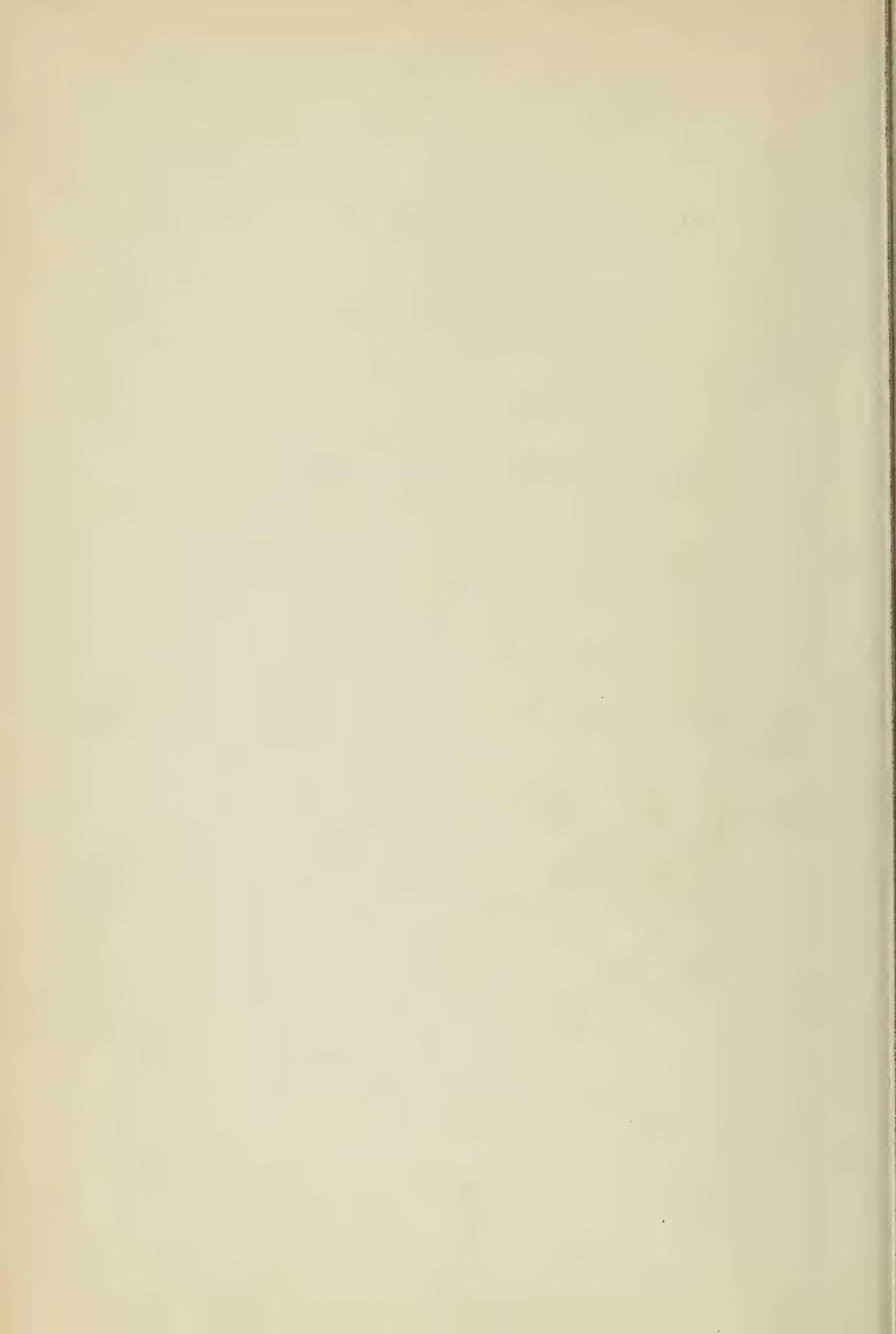
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VOCATIONAL GUIDANCE



CHAPTER I

INTRODUCTION

Collection of data. The material for this study was secured in several ways. In 1920-21, with the coöperation of the United States Bureau of Education, a survey was made of the vocational guidance offered by the colleges and universities of the country. The results of that survey are presented in Chapter III.

On the basis of the 1920-21 study and miscellaneous sources of information, a list was made of selected colleges and universities, which were visited in 1924-25. A report upon them is presented in Chapter IV.

The first of these visits brought the writer to Stanford University in October, 1924; there he met Professor Guido H. Marx, who had in his possession the unpublished records of two committees of the Stanford University faculty that had studied vocational guidance and individual training in 1911, 1912, and 1913. A report is presented in Chapter II, telling of their investigation into the methods of advising students in the departments of Stanford University and in other colleges and universities.

Chapter V contains recommendations based upon the findings presented in Chapters II, III, and IV, supplemented by personal experience in the University of California, Southern Branch, as recorder and as a member of the faculty.

Meaning of terms. The technical use of words is avoided in so far as possible. The few special words and phrases employed in vocational guidance have been developed chiefly in secondary education, but they will be found also in the publications of a number of colleges and universities, including Stanford University, the University of Minnesota, the University of Michigan, Dartmouth College, and Goucher College.

The word "vocation" covers any gainful occupation, and by common consent extends to home-making and to other careers which, though not remunerative, yet correspond in the main to

such occupations. "Occupation" has been used practically as a synonym for "vocation." There is a shade of difference between the words, "occupation" not carrying the same implication of commitment, of permanency, of life career, as "vocation." Both of these words are inclusive of all types and levels of work. The college reader should note particularly that they include the professions; he should not fall into the common error of considering that professions are in a higher category than vocations.

The word "placement" has two dissimilar technical uses in the literature of guidance and personnel research. Its first use is in connection with the securing of positions — with employment. Such titles as "placement secretary" are commonly met. The newer use by Carl E. Seashore of the State University of Iowa and others, is illustrated in the term, "placement test," an examination for the purpose of assigning the student to an advanced or retarded section or class. When the word is used in the latter sense in this study, an explanation is given, to avoid confusion.

"Vocational guidance" is not "vocational education," nor is it a part of vocational education. Vocational guidance may be provided in a liberal arts college without in the slightest sense altering the liberal nature of the total course of instruction. For a complete and technical definition of vocational guidance with its implications, the reader is referred to a pamphlet of several pages, entitled "Principles of Vocational Guidance," distributed by the Bureau of Vocational Guidance of Harvard University; for shorter definitions, to books by John M. Brewer and Frederick J. Allen.

To illustrate the function of vocational guidance, the individual student may be compared to the driver of a vehicle (which represents his stock of talents and resources). He is traversing roads (education and training), which lead toward life objectives (including a vocation). Guidance does not involve the furnishing or the maintenance of vehicles or motive power, of the road, or of objectives. It studies the three elements and their mutual relations; it instructs the individual about the objectives, pos-

sibly suggesting choices among them; it counsels him about the roads and speeds best suited to his vehicle, to carry him to the objectives. As a secondary function, guidance provides information and suggestions to road-builders (engaged in liberal and vocational education) and to city-planners (who determine or influence the conditions of vocational life), on which they may base improvements. Guidance received by the individual traveler may take many forms: the chance remarks of fellow travelers who know little more of roads or objectives than he; enthusiastic or gloomy reports of persons who have attained one of the objectives but have slight basis for comparing it with others; advice from men who spend their lives maintaining one section of the road system (whether in liberal or vocational education); or studied reports of competent and unprejudiced authorities who have based their findings on research into all the factors of the situation.

The above illustration gives perhaps an unduly simple impression of guidance, that it is something that may be given once, with the result that the individual will thereafter be self-directing. However, the function of education is not merely to make clearer ways that are already visible, but to lead the student to new heights from which he may see an ever-enlarging world with entirely new objectives; guidance can furnish interpretations and information at many stages. In the high school, a survey of occupations must be more elementary than in the college. In the graduate school, the student may well pause again with the counselor to look over the enriched world, to take stock of his matured and tested capacities, and to orient himself more definitely on the basis of his increased understanding of service and human purpose.

Though this study is devoted primarily to the vocational aspects of guidance, it has been necessary to consider guidance in other fields: the counsel which relates to curricula and courses of study has phases with little vocational reference; mental hygiene is concerned only in part with vocational objectives; the duties of deans of men and of women do not ordinarily include

vocational guidance, though their duties are being extended in scope.

The writer appreciates the fact that guidance must utilize personnel research, but he is impatient of any tendency to withhold the service of guidance until we have more complete knowledge of individual and vocational psychology and of the nature and requirements of vocations. Enough information concerning these topics is available, and it can be handled in a sufficiently interesting and productive manner to warrant the immediate inauguration of a vocational guidance program. To be sure, we may expect that the service rendered will be constantly improved as research brings more accurate information and better devices.

CHAPTER II

REPORT ON THE INVESTIGATIONS INTO VOCATIONAL GUIDANCE MADE AT STANFORD UNIVERSITY IN 1911, 1912, AND 1913

THE faculty of Stanford University, acting through committees appointed for the purpose, carried on in 1911, 1912, and 1913, the first survey of vocational guidance of college students. This study is of interest not only because of its priority, but also because of its breadth and insight.

Several committees succeeded one another during the progress of the work. In 1911, when the committee of ten of the Academic Council made its report concerning certain matters of university policy, Professor G. H. Marx of the Mechanical Engineering Department submitted a minority report recommending a special committee on individual training and vocational guidance. The Academic Council approved his proposal and authorized the immediate formation of the special committee, one member to be appointed by each department.

At the end of two years of activity the committee submitted its final report to the council, in which it recommended that a permanent committee on vocational guidance be established. The latter committee was appointed in accordance with the recommendation, and is still functioning.

In order that the reader may appreciate how early in the history of systematic vocational guidance this Stanford development occurred, the following brief reminder is given of the beginnings of the organized movement in Boston. Frank Parsons, with the support of a group of philanthropists, opened the Vocation Bureau for the guidance of the youth of Boston, in 1908. His book, *Choosing a Vocation*, was published in 1909, shortly after his death. His successor as director of the Vocation Bureau, Meyer Bloomfield, began a campaign of publicity for the movement. His first book, *The Vocational Guidance of Youth*, appeared in

1910, as did *The Machinist*, the first of the series of vocational studies by Frederick J. Allen. In 1910, also, the first national convention on vocational guidance was held in Boston.

The reader who is familiar with the technical development of vocational guidance will appreciate the amount of careful work done by the Stanford committees and the value of their recommendations.

THE COMMITTEE ON INDIVIDUAL TRAINING AND VOCATIONAL GUIDANCE

The minutes of one of the first meetings of the committee on individual training and vocational guidance record approval of the proposal of its sub-committee on program,
that the permanent sub-committee on program be instructed to arrange for a series of reports to the committee on methods of individual training that have been tried in other colleges and universities, these reports to be made by members of the committee or others and to be incorporated in the final report of the committee to the Academic Council.

Under this policy, the committee completed four formal studies during its two years of activity:

An inquiry addressed to the colleges and universities of the country to learn what they were doing in the field of individual training and vocational guidance.

A study into the honors systems, particularly into the provision made by the colleges and universities for additional individual instruction for superior students.

A study of preceptorial methods of instruction in the United States and abroad.

An inquiry into the advisory system employed at Harvard University, and certain suggestions made there for a bureau of vocational guidance.¹

The committee did not confine its effort to the study of conditions and practices in other institutions. More informally, each member of the committee reported upon the activities of his own department in the fields of individual training and vocational

¹ The writer did not find the Harvard University report. Presumably the fourth item relates to a recommendation made to Harvard College by Meyer Bloomfield. Mr. Bloomfield had given a course on vocational guidance in the 1911 Summer School of Harvard University. In the fall of that year he recommended that the college install a system of vocational guidance, but his recommendation was not approved.

guidance. As each department had appointed one member to the committee, this process gave a complete survey of the university.

Of the investigations of the committee, the two that most directly apply to the subject of the present study are the survey of the Stanford University departments and the survey of the guidance activities of the other higher institutions of the country.

INVESTIGATION INTO THE PROVISIONS AND PLANS OF THE DEPARTMENTS OF STANFORD UNIVERSITY FOR INDIVIDUAL TRAINING AND VOCATIONAL GUIDANCE

The minutes of the committee on individual training and vocational guidance contain reports from the departments on their provisions and plans for individual training and vocational guidance. The writer has made a selection from these reports in order to give a picture of this interesting self-survey, of the concern manifested from so many quarters, the kindly interest of the professors in the welfare of the students, the ambitious and constructive schemes to increase the effectiveness of their instruction and counsel. The reports are not given in chronological order; all were presented between the spring of 1911 and the spring of 1913.

Department of Botany. The Department of Botany reported an inquiry among the graduates in botany as to training they had taken beyond their undergraduate work, and the sort of position they were then holding. The report does not give the total number of graduates included in the study:

Of those who have taken their bachelor's degree in botany, 60 per cent are women and 40 per cent men.

Taking the men first, we find that 50 per cent of our bachelors have taken or are now working for an advanced degree, and that 25 per cent have taken their doctorate. Those of you who believe in advanced degrees or in graduate work will agree that that is an exceptionally strong showing. Now as to what the men who have taken their bachelor's degree in botany are doing, there are in

	Per cent
Botanical professions	84
Other natural sciences	5
Business, etc.	7
Graduate work	4

With such a large percentage as 84, or if we may include those still in graduate work, 88, following some phase of the botanical profession, it is evident that we are, at least in some degree, fitting our men for their chosen work. The positions held by those in the botanical professions are as follows:

	Per cent
University, college, or normal school teachers	49
Botanical investigators, Department of Agriculture, etc.	20
Secondary school teachers	17
Foresters in United States Forest Service	14

Among the women nearly all become teachers in the secondary or normal schools.

The majority of our students are therefore being fitted for the teaching profession, but through the preparation for forestry and the development of plant pathology the number going into other branches is increasing. It is our aim to strengthen this side of the work whenever it becomes feasible.

The remainder of the report of the Department of Botany discloses that in the advanced classes no effort was necessary to secure individual training since the small classes and large amount of laboratory work made such training inevitable. In the introductory course the subject-matter was divided into three major parts and each given to a different instructor, in the belief that the contacts so established in the first class "would be beneficial to the students and the different members of the faculty as well."

Department of Electrical Engineering. The Department of Electrical Engineering stated that the chief difficulty in the past had been that students did not actually meet the professors in the department until the beginning of the junior year. In 1911-12, the department had instituted a course for freshmen to bring about an earlier acquaintance between students and the electrical engineering faculty.

[The course] also attempted to give the students an idea of the real conditions of industrial life and to make them understand why they came to college, what the college may be expected to do for them, and above all else, what it cannot possibly do.

The course was entitled A Survey of Electrical Industries. It included lectures which occurred every two weeks and interviews with each student once a month covering assigned reading. A written report was required on each lecture. Each of the three members of the faculty gave the lectures appropriate to his par-

ticular field and held monthly interviews for one third of the class. Outside reading was assigned in accordance with the student's interest in one particular branch of engineering activity. One hour credit per semester was allowed.

A provisional schedule of lectures was included in the report of the department, covering subjects in the technical phases of engineering, and intended to continue through about three semesters. The first part of the year 1911-12 had been devoted to the following more general topics:

Reasons for coming to college; what may be expected from a college course; the standard four-year course for electrical engineers, covering the reasons why the various subjects occupy the places they do; the importance of mathematics as prerequisite for the more advanced subjects; the importance and value of a careful use of English; the education of a broad-minded citizen; professional ethics.

As a preliminary, answers were required from each man to the following set of questions:

- (1) Age.
- (2) From what town do you register?
- (3) Father's occupation.
- (4) Are you self-supporting, wholly or in part?
- (5) Have you ever worked at any gainful occupation of any kind? If so, enumerate the various kinds of employment, and state about how long, all told, you were occupied at each.
- (6) Where did you go to school?
- (7) What were the principal courses studied?
- (8) In what things of life, of any sort, are you particularly interested?
- (9) Have you studied electricity and magnetism in physics?
- (10) What is your idea of the duties of an electrical engineer?
- (11) Is there any particular line of work toward which you are looking after graduation and for which you expect the college to fit you?
- (12) Name all the distinct branches of electrical engineering that you can think of.
- (13) Does any one of these appeal to you more than another? If so, name it and tell why.
- (14) What is your reason for coming to Stanford rather than to another college?
- (15) What is your conception of the purpose of an engineering education?
- (16) About what proportion of your college work will be devoted to the study of purely electrical subjects and why?
- (17) What has question 16 to do with your life work?

Twenty-five replies were received from students, giving the following information:

Average age nearly 20; number wholly self-supporting, 4; in part self-supporting, 5; previously employed at gainful occupation, 20; average time per man so employed, 17 months; number whose fathers were engaged in mechanical occupations (engineering or other) 9.

The replies to question 10 showed almost without exception that the freshmen regarded an electrical engineer as a man directly associated with the design, construction, or operation of electrical machinery. They had no conception of "the great coöperative enterprises for accomplishing results in which technical engineering is but a tool," nor of the various economic phases with which their lives would be largely taken up. They had an exaggerated idea of the magnitude of salaries paid to electrical engineers. Several of them were very much disturbed when given the facts.

The students in engineering seemed to be those who came because Stanford was near their homes and who took electrical engineering because, of the various ways of earning a living, they thought it would be both congenial and profitable. To most of them that portion of the new course designed to stimulate initiative and independent observation made no appeal and was handled like any prescribed subject with disappointing results. The department reported that this attitude was also found in the seniors. It was practically impossible to interest them in the San Francisco section of the American Institute of Electrical Engineers. Out of the twenty-five freshmen, there stood perhaps five, alert and ambitious, whose reaction was satisfactory. These were the same men who were first to respond to the recommendation that they do shop or field work during a part of the summer vacation.

This freshman course had a profound influence upon the faculty — in particular, revealing their responsibilities towards the students who came to them from a world "hypnotized by the magic of mechanical achievement." It also revealed the possibilities in a more intimate contact with the men for four years instead of one and a half or two years.

Chiefly because of its value to ourselves in revealing our duties more clearly, we feel, with an optimism which it is hoped time will justify, that this course for the underclassmen is the most important step we have taken since the present personnel composed the staff of electrical engineering at Stanford University.

Department of Mechanical Engineering. The Department of Mechanical Engineering reported a program that paralleled that of the Department of Electrical Engineering.

Its report included references to a report made to the department in April, 1911, by Professor W. F. Durand. In this he called attention to the necessity for contacts between faculty and students, not only for professional reasons, but also because "the motive force which impels to accept the discipline of study is derived from inspiration, and inspiration as a rule must be derived from personal contact and example." He suggested that the department make a personal study of each student, with a view to understanding him, to determining for him the appropriate field of engineering and the method of instruction, and also that it counsel him on these subjects on the more rapid pace of studies in the university, and on the proper methods and habits of arranging his attack upon his studies.

Professor Durand further proposed to the department that the younger students should be acquainted

in an historical and descriptive manner with the part which has been taken by the engineer and by the science and art of engineering in the advance of civilization. [He urged] the giving of training and instruction in connection with various subjects of significance for the student of engineering, and within the scope of his relatively untrained capacities during the earlier period of his course, while at the same time suited to stimulate his interests and to further the more distinctly professional work of his course.

Professor Durand found that analysis of the purposes given above implied the giving of a certain amount of instruction by the teacher, the doing of a certain amount of work on the part of the student, and personal contact and the development of friendly relations. He proposed the following as suitable topics for a class or for group meetings:

(1) General historic view of civilization as affected by the work of the engineer; (2) general view of the civilization of the present day as dependent on the work of the engineer; (3) sub-division of the field of engineering and

special discussion of the content of the field of mechanical engineering; (4) general survey of the engineering industries; (5) survey of various engineering industries; (6) engineering as a profession, engineering societies, membership, benefits, duties, privileges, etc., the code of ethics of the engineer; (7) discussion of the course of study as laid down with explanation of the importance of good fundamental ideas regarding such topics as economics and business law, the advantages of some acquaintance with modern European languages, etc.; (8) general advice as to habits of work and methods of study, characteristics of the successful engineer as an ideal toward which the student should strive.

His final recommendations covered:

- (1) A course for first-year students, to be designated *M.E.* (a): General survey of the engineering industries; special lectures and assigned topics.
- (2) That, if possible, some hour be found at which the entire first-year classes may be able to attend occasional lectures, possibly once in two weeks, and given as previously suggested by various members of the teaching staff.
- (3) That for purpose of more direct and personal work the class as a whole be divided into a certain number of sections, each section to be assigned to an officer of instruction who will make his own arrangements about meeting each member of the section for personal conference at least bi-weekly.

In September, 1911, the plan was put into effect, and the following lectures were presented:

- (1) Engineering as a field of human activity, and its significance as a factor in the development of civilization (historical); (2) present day subdivisions of field of engineering, and special discussion of the contents of the field of mechanical engineering; (3) the manufacturing industries (general); (4) efficiency as a factor in present-day industrial progress; (5) steel production and manufacture; (6) coal production and manufacture of prepared fuels; (7) the oil industry; (8) power plant engineering . . . steam; (9) power plant engineering . . . internal combustion; (10) power plant engineering . . . hydraulic; (11) mechanical engineering of railway transportation; (12) mechanical engineering of marine transportation (marine eng.); (13) shipbuilding as a constructive art; (14) engineering literature; (15) engineering as a profession . . . ethics of the profession; (16) engineering societies.

The new policy called also for a conference of the adviser with his students each two weeks, alternating with the lectures. Not more than ten students were assigned to each adviser. At the end of the term they were transferred to different advisers to broaden the personal contacts.

At the date of the report, the new policy had been followed for nearly a year. It had not been found easy to make the students

understand just what the new plan was to accomplish. They had a tendency to regard the advisory plan as a feature of the one course alone. However, when they had been induced to speak of difficulties in other classes, advice had been given regarding methods of study, and the instructors of such classes had been consulted.

Information given the writer in 1924 by members of the Department of Mechanical Engineering disclosed that the work of conducting the survey course, M.E. (a), and of counseling the students, was voluntarily assumed in addition to a full teaching schedule. It therefore constituted a great burden upon the faculty, and had to be abandoned, in spite of its recognized value and importance. A year after it was discontinued, the undergraduate administration of Stanford University was radically reorganized on the so-called "lower division" scheme. Under this plan all students in the freshman and sophomore years are subjected to restrictions in greater detail than the upper classmen, and are given a correspondingly greater measure of advice.

Department of Physics. The Department of Physics reported that even the elementary courses were largely laboratory courses, and were divided into small sections. In a course of this kind, as was pointed out by the department, the training is largely individual. The instructors learn the development of their students. They see their peculiar needs and do all they can to meet them. This is hard work for the instructor and requires constant and undivided attention, but the results are well worth the effort.

Department of Geology and Mining. The Department of Geology and Mining reported a plan for 1912-13 to meet all first-year students at the beginning of the year and give them a talk on the character of their work and some idea of the vocational opportunities open to them. Yet the department felt the need of caution lest the students become so interested in their major subject that they neglect the first-year work, which was preparatory in nature.

Department of Latin. A representative of the Department of Latin reported calling in all the students majoring in his department for individual conferences to talk over their work.

I went over each course of the student's curriculum trying to find out difficulties and to make suggestions that would be of use. It often happened, indeed it was the exception when this was not the case, that the student brought up other matters not immediately connected with his studies, but having some vital relation to his career or to his individual life. The opportunity thus made of discussing their matters seems to me one of the most valuable features of the conference. It is part of the plan to arrange three of these conferences for the semester. I found two or three things as a result of this experience.

In the first place these conferences require time and thought on the part of the instructor. Each student is a special problem and nothing can be done without special preparation.

In the second place, I found that the students responded with unusual good will. They seemed to feel that I was taking a real personal interest in them and their affairs, and if I chanced to omit anyone they would very likely remind me of the oversight.

In the third place, there were certain individuals who showed noticeable improvement both in scholarship and in their general spirit.

It seems clear that one person cannot manage many students, that they should in fact be divided into small groups among different instructors. With the work organized in this way and with real interest in the work on the part of the instructor, I feel that there is an opportunity for influencing the lives of students in a very effective way.

Department of English. The Department of English reported freshman advising,

consisting in talks with students concerning their object in coming to the university in general and in registering in the English department in particular; in getting personal statistics from the student on printed forms; in laying out and approving courses of study; in following up the work of each student in conferences, informal inquiries, getting personally acquainted with each as much as possible; in the case of students who are delinquent or bid fair to be so, talking with the instructor in each case, advising the student to consult the instructor, and in general adjusting the student to his work. Results thus far seem to justify the effort. In some cases, the student's lack of success is due to his failure to understand the basic requirements of a course, and his diffidence toward his instructor. We are planning that next semester all major freshmen shall take their composition course under the freshman adviser, for this course offers exceptional advantages for acquaintance between instructor and student.

Department of History. The Department of History reported that to obviate the difficulty in the way of giving personal attention to students in the freshman year, a special course was being offered in general library training from an historical standpoint, and that it was required of all history majors in their freshman

year. Following the freshman year, students came into closer and closer touch with the instructors, and beginning with the junior year, came under the particular oversight of the instructor with whom they had elected to do special work.

The Department of History issued a circular of instruction and advice to the major students of the department. At the beginning of the year the students who are registering for the first time in the department are assigned in small groups to the different instructors in order that they may be properly started in their work. The department keeps a catalogue record of all its major students, each student being represented by an envelope. In this envelope are kept all documents and records that contain any information about the record of the student. His work in high school, so far as it may be important for his work in the university, is recorded here and each instructor is expected to consult the data in this envelope before giving any special advice to the student, and any advice so given must be recorded and filed in the envelope.

Department of Law. The Department of Law reported with regard to the advising of pre-legal students. Notations of all special advice, of all special privileges, are recorded on the back of the student's duplicate registration card which is kept on file. In case of an agreement with the student, this is entered on the card and the student signs the agreement.

The second device is the course called Introduction to the Study of Law, taken by the students in their second year. This course aims to do at least five things for the student: (1) to make him acquainted with the meaning of "law" and with the history of the administration of justice "according to law"; (2) to explain the agencies for the administration of justice; (3) to describe the course of litigation from the filing of the first papers to the final decision on the case; (4) to show the student how to use the library and the standard reference and search books; (5) to give him preliminary training in the study of cases and practice in analysing, digesting and comparing them. Part of the work is done by lectures and part by personal conference in the library. The course serves, therefore, not only to impart information about the study of law and to give preliminary training in such study, but also, to give the student a chance to know what the study of law is like and whether he is fitted to pursue it.

Department of Physiology and Histology. The Department of Physiology and Histology reported that it had charge of the advising of pre-medical students. Most of the courses in the department involved a considerable amount of laboratory work, and consequent close personal supervision by the instructor,

which offered abundant opportunity for individual advice and influence. In general, the department had not regarded it as part of its work to discourage students from a continuance of the course they had entered on, namely preparation for medicine as a profession. If the work was unsatisfactory in an individual course, the student was denied credit, but the department felt that it had no right to advise the student that he was unfitted to become a physician. After he left the department, he still had several years to complete in the medical school, and it sometimes happened that during these years in the professional school, such an awakening and development took place that if action had been taken on the earlier judgment, it would have resulted in an injustice.

Some students majoring in the department were not pre-medical but were preparing for teaching and research. "These we have been able to aid materially both in preparation for work and in securing positions."

The opinion of the Department of Physiology and Histology, that it would be overstepping its proper responsibility in advising a student to abandon his selected objective, was expressed by others at sundry times during the meetings of the committee — in particular, in the discussion of the report of the Department of English. A member of the committee raised the question whether many failures were not due to unwise choice of a major subject, and whether efficient vocational guidance might not be expected to decrease the number of failures. Another member of the committee stated that a student sometimes failed three and even five times in one course and yet refused to change his major subject. A third member corroborated this. He said that he found advice of this kind usually had no effect and that he could not conceive of any device by which the student could be materially aided in choosing his profession. "The student does not have the ear-marks of a profession so clearly upon him that a committee can advise him what profession to take up." A fourth member pointed out, and the trend of the reports from the departments is on the whole in the same direction, that much may be done by giving the student adequate *information* for making the choice himself.

Throughout the records of the committee the two aspects of its investigation are apparent: individual training and vocational guidance. It reported to the Council that the first of these ends was well served under the major department system especially in departments in which there were few major students or where the laboratory method of instruction was employed. However, in some branches, as in the case of the Departments of Electrical and Mechanical Engineering, students did not come directly under the instruction of the major department until the junior year, so that individual instruction by the department was impossible during the first two years. The committee recommended to all departments that they give this question their serious thought, and if necessary adopt some expedient such as that of the engineering departments, namely the giving of a special class for freshmen in order to establish personal contacts during the critical first year.

Vocational guidance was to be found in some of the departments in satisfactory measure, but the committee felt that a great number of students, particularly those choosing major subjects for other than vocational reasons, needed guidance which the major departments could not give. Accordingly it suggested that an officer to advise all such students would be highly serviceable, but realizing the practical difficulties in the way of the appointment of such an officer, it recommended as an alternative a standing committee of the faculty on vocational guidance.

INQUIRY INTO THE PROVISIONS MADE BY THE COLLEGES AND
UNIVERSITIES OF THE COUNTRY FOR THE INDIVIDUAL
TRAINING AND VOCATIONAL GUIDANCE OF
THEIR STUDENTS

On February 14, 1912, the committee on individual training and vocational guidance of the Academic Council of Stanford University sent a questionnaire to the heads of colleges and universities of the United States, inquiring what the institutions were doing for the individual training and vocational guidance of their students. The questionnaire and the covering letter will be found in Appendix A.

The questionnaire asked both fact and opinion of the correspondents. The records show that the committee was particularly impressed by the gloomy opinions expressed from all directions regarding the value of faculty advisers and the major department system.

The faculty adviser. The extent of the duties imposed upon the faculty adviser varied at the different institutions. Twenty-one said that the advice included routine matters or "suitable courses"; fifteen, that it covered "all problems"; two, from Dartmouth College (N. H.) and Middlebury College (Vt.), that the advice included suitable vocations.

The correspondents were asked the chief defects of the system of faculty advisers. Twenty-nine gave one of the following: indifference of adviser; lack of time; artificiality; indifference of students; incompetence of advisers; uneven standards of advisers; jealousy. Only one, from New York University, stated that there were no significant defects.

The major department. In criticism of the major department system as a means of securing individual training and vocational guidance, eight answered that the adviser was indifferent, biased, or lacking in capacity; two, that he was overspecialized; two, that there were too many students per man.

The committee found many combinations of the faculty adviser and major department systems. Probably the most common method, then as now, for the division of duties between the two was to have underclassmen report to a committee of faculty advisers, until they chose a major department, after which time they reported to the major department for further advice. The University of Iowa was a case in point.

Degrees with honors. Of the thirty-one reporting the giving of degrees with honors, eleven stated that they gave the honors students a greater degree of individual training than other students.

Swarthmore College letters. Swarthmore College (Pa.) reported that

the head of the engineering department has conducted a large correspondence with business men securing their judgments as to qualifications which make

for a successful career. These letters are at the disposal of students and are kept up from year to year.

It is interesting to find that some of the institutions receiving national recognition now for the pioneer work they are doing in personnel direction or research, were making their beginnings in 1912.

Dartmouth College advisers. Dartmouth College (N. H.) reported a resolution by its faculty under date of March 29, 1910, establishing a closely knit body of student advisers under the general direction of an executive committee composed of the president, the dean, and three other members.

Resolved: That it be the function of the advisers to inform themselves regarding the circumstances and character of the students under their supervision, their manner of life and their college work, their antecedents, interests and ideals. That the relation between adviser and student be regarded as friendly and confidential. That advisers meet their students at regular intervals, at the beginning of the freshman year about once in every two weeks, once toward the end of the freshman year, and again at the end of the first and second semesters of the sophomore year for the special purpose of discussing with them the election of courses for the following semester.

University of Michigan mentors. The Dean of the Department of Engineering, University of Michigan, wrote that he had put into effect in the fall of 1911 a system of "mentors." The entering freshmen were divided into two major groups, engineers and architects. Within each body a separate organization was formed. For each ten students a faculty "mentor" was appointed to serve throughout the freshman year.

The mentors have nothing whatever to do with the faculty, being a separate body and responsible to the dean. Indeed they are the personal representatives of the dean and have to deal with the social life of the students, to advise them on all matters of whatever character may arise . . . the same as an elder brother.

From these advisers I chose one of our most enthusiastic men . . . as head mentor, and brought all the mentors together for a general discussion of the problems before us. During the semester the mentors have come together two or three times to exchange views and develop plans as new phases of the problem arose.

In connection with the mentor system, we have an assembly hour, 11 o'clock every Wednesday, at which every freshman must be present. I am present at this assembly hour myself. We had our first meeting the day after registration, at which the freshmen were told the things which it would be

well for them to know at the very beginning of their work — in other words given generous and wholesome advice, and warned of the things which might happen to them if they were at all careless.

The talks by the dean were informal in character, and continued for four or five weeks, taking up various phases of university life. Then deans of other departments were invited in, and leading men of the student activities. The head professors in the different branches of engineering were later to appear before the freshmen and give them an idea of the character of the work in each of the branches and of the opportunities afforded the graduates. A professor of classical languages was to be invited to speak on great men and their works in the very early days.

The mentors secured reports on their students monthly. They also received final term reports immediately, and the students received their grades through the mentors. The mentors wrote personal letters to the parents when necessary, as in case of failure of students.

University of Illinois orientation of engineers. From the University of Illinois, the assistant dean of the College of Literature and Arts wrote:

In connection with the College of Engineering, all the freshmen, who for the first year pursue practically the same course of study, are brought together in weekly convocations which are addressed by representatives of various departments, who set forth the nature of the work of their departments.

University of Minnesota advisers. President G. E. Vincent of the University of Minnesota sent the committee a copy of the current regulations for advisers. The following paragraph is of interest:

The function of the adviser is purely advisory, and is not to be construed as involving the power to control the elective studies of the student except in so far as necessary to insure compliance with the regulations of the faculty. It is the aim of the system, (1) to put the freshmen in touch with the standards and aims of the faculty, and (2) to familiarize the faculty with the viewpoint of the student.

Reed College orientation course. Reed College (Ore.) reported that in 1911-12 a course under the title College Life had been offered, including such topics as:

History and meaning of the college; choice of studies; methods of study; student activities; college ethics; the choice of a vocation.

University of Washington plans. The University of Washington reported that in 1912-13 for the first time a series of orientation lectures under the direction of the Department of Education would be offered the freshmen during the second semester.

Wellesley College lectures. Wellesley College (Mass.) reported that a few lectures were given, primarily for the senior class, setting before them the various occupations open to women.

Volunteer guidance by students. The committee reported upon the volunteer guidance by groups of students, particularly women students, and alumnae. At Stanford University and the University of Wisconsin vocational clubs had been established. In this connection it may be interesting to refer to the report on Wheaton College (Mass.), in Chapter III, in which the expansion of such a group to intercollegiate status is noted. The phenomenon of student vocational clubs among women, marks the progress of vocational guidance even at the present day. The growing activities of the faculties in vocational guidance, with the obvious superiority in effectiveness of the instruction they impart when once they start, have made the student activities relatively less important in 1925, but they are still real and forceful.

Guidance of engineers. The activities of the Society for the Promotion of Engineering Education were noted. The Stanford report called attention to the society's aim to coördinate engineering education with engineering practice, and its publication of studies of the vocations open to engineering graduates. The entire history of this society is very interesting from the point of view of vocational guidance; it is reported upon further in Chapter IV.

Employment bureaus. City placement bureaus for college women, which had made their appearance in Boston, New York, and Philadelphia were appreciatively noted. In commenting on the spread of employment bureaus in colleges, and the occasional extension of their functions from the placement of teachers to include placement in a number of other occupations, the committee recognized in these bureaus a possible nucleus for further guidance activities. Within the college, the committee held the educational aspects of guidance more important than placement.

If the university seriously intends to maintain an employment bureau, it is in duty bound, as an institution whose fundamental aim is educational, to guide the student in his preparation, as well as to find a place for him after he is prepared.

In its final report to the Council, the committee stated that guidance was accomplished in some measure by the definite arrangement of courses in the professional and pre-professional courses, largely for the well-established professions of law, medicine, and engineering, though also in growing measure for journalism. The committee expressed its opinion that such development might be expected in other fields as soon as the professions began to demand a definite technical training.

In general review of its findings, the committee found it necessary to state that in spite of the interest manifested in many places, very few institutions had studied the problems of individual training and vocational guidance in such a way that definite results were available in the way of reports that might be consulted by outsiders.

In the light of the more recent survey of the colleges and universities conducted in 1920-21 and reported upon in Chapter III, it will be seen that the beginnings discovered by the Stanford committee in 1912 were indeed meager. It recognized the lack of psychological research, and recommended its prosecution in the final report to the Academic Council, but the tools of intelligence tests, special ability tests, job analyses, vocational studies, rating scales, the objective type of examination, and the methods of studying their correlations and implications were not yet available. The orientation classes and lectures at a few of the institutions were indeed stimulating and prophetic. The evolution of the placement bureaus from the mere placing of teachers to a more complete service and even an extension of their activities to advising the students in their early years were already becoming apparent. The necessity for definition of the functions of faculty advisers was clear; it may be doubted whether great progress has since been made in this direction, taking the universities of the country as a whole, although there are, in 1925, a few notable instances of effectively organized faculty advisers.

The question of mental hygiene, or what might be termed the psychotherapy of the normal mind, had not yet made its appearance as a method of dealing with college students. The findings at Swarthmore College, at the University of Michigan, at the University of Illinois, as well as at Stanford University, give an interesting picture of the readiness with which the engineering faculties have received the idea of systematic vocational guidance. This attitude is likewise evident in 1925.

RECOMMENDATIONS TO THE ACADEMIC COUNCIL CONTAINED IN
THE FINAL REPORT OF THE COMMITTEE ON INDIVIDUAL
TRAINING AND VOCATIONAL GUIDANCE

The committee on individual training and vocational guidance brought to the Academic Council a final report in the spring of 1913. In this document of thirty mimeographed pages, the committee presented its findings, and made recommendations for action to be taken by the Academic Council. Below will be found selections from the final report.

The committee granted that the college problem is less acute than that in the secondary schools, and that a misstep by a college student is not necessarily disastrous, as the individual is nearly able to assume self-guidance. Moreover the committee found a considerable provision already made for the guidance of those preparing for the learned professions. Nevertheless, it held that the college problem is real. The complexity of life is very nearly as appalling to the college student as to the high school pupil; the colleges are faced by the same problem of vastly increased numbers.

It is impossible to assume that the knowledge necessary for making a wise choice can easily be obtained by any college student.

It appears that the obvious next step in the evolution of our colleges lies along the line of the investigations (as to vocations, their characteristics and requirements) necessary for efficient vocational guidance.

The major department system . . . gives a good opportunity for vocational guidance for that class of students who have chosen a vocation closely allied to the professions represented in the faculty of the university. No one, so far as we can ascertain, knows what proportion of our students belong to the class for which the major department system was designed. Last year 406 undergraduates were registered in the departments of English, history,

and economics, and these students made up 28 per cent of all the undergraduates in the university. Everyone knows that only a few of these students intend to become professional economists or historians; they are not a homogeneous group like the students who are preparing to become physicians or lawyers, or like the relatively few students who take major work in one of the pure sciences. . . . Some of them will become high school teachers of history and English, and these are perhaps well enough provided with vocational guidance. . . . Students from these departments will go into all the thousand and one callings which require education but for which a definite technical training has not been prescribed. Doubtless students of this description will be found in other departments besides the three mentioned. . . .

In the case of students of this class the major department system becomes a sort of elaborate fiction. In order to make them fit into the pigeonholes of academic classification, we feign that they want a highly technical training, whereas they do not want anything of the kind.

Our present system places certain departments in an impossible situation [in expecting them to guide their students with reference to a great variety of occupations] and thus insures that a large number of students shall not receive effective guidance. As a matter of principle, the whole university ought in some way to assume responsibility for the guidance of students of the class about which we are speaking and thus leave every department free to concentrate its attention upon those students who are professionally interested in its work.

[Therefore], we believe that the university ought to appoint and maintain an officer whose business it shall be to study the needs of these students and to disseminate among them reliable information regarding different vocations, in order to aid them first in choosing a vocation and then in preparing themselves to succeed in it. . . . After the facts [about the vocations and their requirements] have been learned, they must be put into a form to be made use of by students. By pamphlets, lectures and individual counsel the data for making a wide choice must be placed within the reach of every student who needs it.

In guiding students not professionally interested in one of the academic departments, the committee held two courses to be open:

(a) The adviser might be superimposed upon the major department system to aid the departments as much as possible and to work out a scheme of coöperation.

(b) The more logical plan, it held, would be to alter the major department system, not requiring a student to choose a major department at entrance. He might choose his department at entrance, and then the major department system would work just as it does now. Others would register for one year with the vocational adviser, and be under his control.

The adviser would be responsible for developing an organization to keep close watch over the students registered with him; they should be required to study subjects that would not be useless to them when they finally choose a vocation; they should be held up to a good quality of work and their progress in scholarship should be carefully watched; and they should be required to give careful attention to the problem of choosing a vocation. At the expiration of a certain length of time, one year for example, they might be required to register in some department.

If the university is not yet in a position to appoint and maintain an officer . . . something might be done by a standing committee of the Academic Council.

In concluding the report the committee summarized its findings and recommendations in the following statement:

FINDINGS AND RECOMMENDATIONS

1. *Individual Training.* We find that the major department system now in existence offers a large opportunity for the individual training of students, because it offers as large a chance as any system for the formation of sympathetic human relations between student and teacher. In cases where it fails to secure this end, its failure is likely to be due to extrinsic causes, such as the unfitness of individual professors to sustain that kind of relation with students, and all devices whatever are subject to frustration in exceptional cases.

We urge, however, that all departments take advantage, so far as possible, of the opportunity for individual training which the major department system offers. We recommend to the consideration of all departments plans such as those now used by certain departments, involving

(a) the systematic division, between members of the department faculty, of the work of advising students, in order that every student may be advised by some instructor who is considered responsible for giving such advice;

(b) the careful and frequent consideration of the student's record in all his classes both within and without the major department, in order that he may be held responsible for the quality of his work and may receive at once any aid that the adviser can give;

(c) the reception — or even the voluntary seeking — of information from the student's instructors regarding the quality of his work or the causes of poor work, in order that the opinions of all the student's instructors may be brought to bear upon him, while at the same time all conflict between the advice of the major department and that of individual instructors is avoided.

2. *Vocational Guidance.* We recommend that the Academic Council create a standing committee, to be known as the Committee on the Vocational Guidance of Students and to consist of five members appointed by the president.

We recommend further that it be the duty of the Committee on the Vocational Guidance of Students to coöperate with the departments of the university,

- (a) in studying the vocations which are open to graduates of the university and the kinds of training needed by those who enter these vocations;
- (b) in disseminating among students the information necessary to make an intelligent choice of a vocation and to arrange a course of study preparatory to entering the vocation chosen.

THE COMMITTEE ON VOCATIONAL GUIDANCE

Upon recommendation of the committee on individual training and vocational guidance, which submitted its final report and was discharged in the spring of 1913, the Academic Senate of Stanford University established a standing committee on vocational guidance. Its duties were as suggested in the final report of the previous committee. The first account of its activities is contained in the first annual report to the Academic Council, submitted September, 1914.

During the preceding year the committee had conducted a vocational study among the graduates of the University of 1907 and earlier. A questionnaire (copy of which will be found in Appendix C) was mailed the graduates, asking their vocational experience, the history of their vocational decisions, and their advice regarding activities that might be undertaken by the University for the better guidance and instruction of the students. Over 500 responses were received. The committee grouped these into kindred vocations, and made a summary for each such group. No further amalgamation of the material was attempted. Even the summaries were not published, but a list of the vocations so studied was distributed among the faculty, who were invited to call on the committee and study the responses relating to vocations in which they were interested.

The summary of the returns from *librarians* is given below, as a sample of the work done in this study:

Number of responses	7
Major department in college:	
English	6
German	1
Other vocations:	
None	4
Teacher	2
Jeweler	1

Educational preparation outside Stanford:

None	2
Library school	5

Time when vocation was chosen:

Before entering Stanford	2
During course	3
After course	2

Were studies chosen with reference to vocation:

No..... 3
Slightly..... 1
Considerably..... 2
No answer..... 1

Studies recommended:

Modern languages	4
History	5
Literature	4
Science	4
Social Science	3
Economics	2
Elementary Law	1
Biology	1
Mathematics	1

*Average salaries (women):

At start.....	\$ 800
After five years.....	1100
After ten years.....	1365

*Average salaries (men):

At start.....	\$1065
After five years.....	1500
After ten years.....	2300

No capital required.

Trend of profession:

Openings increasing	6
Openings constant	1

Non-monetary advantages:

Monetary advantages.	
Congenial work	3
Useful work	2
Continuous growth	2
Freedom	1
Long vacations	1
Contact with books	1
Contact with pleasant people	1
In touch with events	1

* Report also gave minimum and maximum salaries.

Disadvantages:

Routine.....	I
Long hours.....	I
Low salary.....	I
Superficial knowledge.....	I
Work hampered by lack of funds.....	I

Qualifications for success:

Sense of order.....	2
Commonsense.....	2
Tact.....	2
Imagination.....	2
Love of books.....	2
Patience.....	3
Accuracy.....	3
Industry.....	I
Scholarship.....	I
Enthusiasm.....	I
Courtesy.....	I
Much general information.....	I

Steps to enter:

Two years course in library school.....	6
College course before library school.....	5
Experience in library work before library school.....	I
Wide reading.....	I

Public library work requires breadth of knowledge. Special libraries, for example, law, medicine, require special training. For further information address A. L. A. Publishing Board, 78 East Washington Street, Chicago.

In a report to the president submitted September, 1914, the committee mentioned another of its activities during the year just past, namely the addition to the matriculation forms of several questions concerning vocational interests and objectives, and a study of the responses. The result of such study is not included in the report. Reference to a continuation of the study may be found in the address of Professor J. G. Brown on the faculty committee on vocational guidance reported in the *Stanford Alumnus* (January 1917, pp. 160-163). The address of Professor Brown serves to bring the history of the committee to 1917, just prior to the publication of the book on vocational information for students which is described in Chapters III and IV.

In 1914, on the completion of the studies described in this chapter, the faculty of Stanford University was in possession of a body

of information on vocational guidance, and an informed personnel, which probably could not have been duplicated in the United States. The further developments were nevertheless characterized by no great measure of central direction. The proposed officer for vocational guidance was not appointed. Under the discussion of Stanford University in Chapter IV will be found the recommendations presented by the committee on vocational guidance in 1924, which are designed to accomplish in more effective fashion the vocational guidance of all the students.

CHAPTER III

SURVEY OF VOCATIONAL GUIDANCE IN AMERICAN COLLEGES AND UNIVERSITIES, 1920-21

IN 1920, the Bureau of Vocational Guidance of Harvard University and the United States Bureau of Education undertook to discover what the colleges and universities of the country were doing for the vocational guidance of their students. A questionnaire was prepared by the Harvard bureau and mailed by the Government bureau on November 3, 1920, to the administrative heads of all the colleges and universities of the country. A copy of the questionnaire will be found in Appendix D. The responses were given to the Harvard bureau for study and report.

The writer, at the time an assistant in the Bureau of Vocational Guidance, with the aid of two other graduate students, Miss Catherine Filene (now Mrs. Alvin Dodd) and Dean Edgar J. Wiley of Middlebury College (Vt.) prepared the original questionnaire and studied the returns. By further inquiry and some personal visits, the writer checked and elaborated the information received from the New England colleges and universities. The questionnaire employed in the supplementary study of New England will be found in Appendix E. In June, 1921, when Dean Wiley and Miss Filene discontinued their attendance at Harvard University, the study had not been completed; from that date it was pursued by the writer alone. In 1924-25 it was incorporated in the present more comprehensive study.

The responses have been condensed into a summary form. The list of features following the name of each institution indicates what may be found there. When the word "no" is the only entry, it means that the correspondent stated that no vocational guidance was given there. The word "placement" is given with few qualifications, because in many instances the presence or absence of a placement or employment or appointment office was all the information available. Following the summary report, the latter

portion of the chapter is given over to the discussion of outstanding features; placement will be found among these. The present tense has been employed throughout as more suited to the condensed form; the few parenthetical statements referring to later developments have been made as simple and obvious as possible.

The report for Harvard University is more elaborate than for other institutions, not only for the obvious reason that the writer is more familiar with its practices than with those of other universities, but also because it is typical of the large institutions where vocational guidance has grown up from numerous unrelated beginnings and with no central or integrating control.

The questionnaire developed certain weaknesses that were not foreseen. In particular the words used were from the vocabulary of secondary education rather than of university administration. Usually the meaning is clear, but the inquiry might better have been worded in terms of deans, faculty (curriculum) advisers, faculty committees, major departments, admission of students, elective and prescribed studies, disqualification and reinstatement, relations between the liberal arts college and the professional schools, the administration and functions of placement offices, and above all some device provided so that the answers might include mention of the greatly varying methods of handling the same problem in different departments of one institution. However, in spite of these defects, the results do convey some positive and significant information.

SUMMARY BY STATES AND INSTITUTIONS OF THE RESPONSES TO THE QUESTIONNAIRE OF 1920-21

ALABAMA:

University of Alabama: Guidance for rehabilitation men.

Howard College: No.

Judson College: Placement for teachers.

ARKANSAS:

Central Baptist College: Placement.

University of Arkansas: Placement; group conferences on vocations.

CALIFORNIA:

College of the Pacific: A class in "Vocational opportunities for women" since 1917, elective, given academic credit; placement for music students.

Stanford University: Faculty committee on vocational guidance, established 1913; published in 1919 (and revised in 1923) bulletin "Vocational Information"; member Intercollegiate Vocational Guidance Association; guidance by dean of men, dean of women, and the women's student committee, coöperating with faculty committee; series of lectures on vocational topics; consideration of vocational purpose in choice of courses provided for in founding grant; library reserves special space for vocational literature and for university catalogues; part-time and final placement; questionnaire filled out by applicants for admission gives vocational objective; intelligence tests.

Chapter II of this study is devoted to an investigation into vocational guidance conducted by the faculty of Stanford University in 1911-13. We find here pioneer work in the experimental use of intelligence tests, and early extension of the placement service to occupations other than teaching.

St. Mary's College: Informal.

University of California: Vocational advice by dean of women and student committee; series of vocational lectures; library reserves special space for vocational literature and for university catalogues; Department of Vocational Education has made surveys regarding employment conditions for minors; placement; beginning use of intelligence tests. At the *Southern Branch* in Los Angeles, the director gives a required freshman course in orientation in thought and in scholarship.

Pomona College: Faculty officer for each class; class meeting every two weeks, with some attention to students' aims and aptitudes; students attend conferences on religious occupations; library maintains space for vocational literature and university catalogues; placement; intelligence tests for freshmen.

University of Redlands: Informal; limited placement.

University of Santa Clara: Informal.

University of Southern California: An elective course for freshmen given in department of philosophy relates somewhat to vocations.

Whittier College: Informal.

COLORADO:

Colorado Agricultural College: Informal; placement; intelligence tests.

Colorado College: Guidance by dean of women, assisted by student committee and the Association of Collegiate Alumnae; placement.

State Teachers College of Colorado: "We do advise the few that show unfitness for teaching"; library reserves space for vocational literature and university catalogues; placement.

University of Colorado: Guidance under dean of women, and beginning 1920-21 under dean of men; coöperation by Collegiate Bureau of Occupations, Denver; individual conferences with representative of Denver bureau; placement by Denver bureau; placement for part-time work by Y. M. C. A. and Y. W. C. A.; commencing use of intelligence tests; on July 22, 1920, the senate committee on vocational guidance recommended to the president a comprehensive vocational guidance system.

CONNECTICUT:

Connecticut Agricultural College: Informal; placement; intelligence tests.

Trinity College: Guidance informal through intimate contacts; lectures on fields of study and occupations; local placement.

Wesleyan University: Informal; placement.

Yale University: Freshman year organized as separate college; all freshmen take same core of studies; freshman advisers have twenty to forty men each, emphasize personal contact rather than formal advising; intelligence tests to freshmen; a course of general lectures to freshmen on "The True Value of a College Course"; addresses on the choice of a career; choice of major department at end of freshman year. Bureau of Appointments handles part-time, summer, and final placement; circularizes employers regarding available graduates; has attempted even the placement of alumni, but soon gave that over to the New York Alumni Association; active also in efforts to establish intercollegiate placement bureaus, especially in New York, but as yet unsuccessful.

DISTRICT OF COLUMBIA:

George Washington University: Informal; lectures on vocational topics in the College of Engineering; placement for teachers and engineers.

FLORIDA:

Rollins College: Voluntary work of Y. M. C. A. and Y. W. C. A.

GEORGIA:

Agnes Scott College: Informal; conferences on social service under Sociology Department; some lectures on vocational topics; placement.

Atlanta University: Placement for teachers; intelligence tests for freshmen.

Cox College and Conservatory: Informal.

Georgia School of Technology: No.

Lagrange College: Placement for teachers.

Morehouse College: Placement for teachers and preachers.

Shorter College: No.

Wesleyan College: Faculty committee on vocational guidance; conferences with individual students; lectures on vocational topics through the year; placement.

HAWAII:

University of Hawaii: Informal.

IDAHO:

University of Idaho: Student committee on vocational guidance advises individual students; group conferences on forestry, agriculture, and engineering; occasional lectures on vocational topics; placement. A study was carried through by the vocational guidance committee based on a questionnaire to students. "The striking feature was the lack on the part of college students of serious study of the various social and economic conditions involved in their choice of occupations."

ILLINOIS:

Armour Institute of Technology: No.

Augustana College: No.

Blackburn College: Placement; intelligence tests.

Bradley Polytechnic Institute: Individual and group conferences under deans; have made "industrial survey of Peoria and vicinity"; placement for teachers.

Eureka College: Informal.

Frances Shimer School: No.

Greenville College: Informal.

Illinois College: Informal.

Illinois Wesleyan University: Placement for teachers.

Illinois Woman's College: Vocational conferences under dean of women and president; placement for teachers.

James Millikin University: Representative of Collegiate Bureau of Occupations of Chicago for a day each year; placement for teachers.

Knox College: No.

Lake Forest College: Individual conferences under dean of women.

Lombard College: Vocational director holds conferences with students; a representative of Collegiate Bureau of Occupations of Chicago makes occasional addresses to student body and special groups; placement; "Actual placing never completed without conference of vocational director and chairman of appointments committee"; intelligence tests.

Loyola University: Informal; placement; beginning intelligence tests.

Northwestern College: System of class officers similar to that of Pomona College, California. With coöperation of Y. M. C. A. and Y. W. C. A. hold "life enlistment conference" each year. Placement.

Northwestern University: In College of Liberal Arts, special faculty adviser for students in pre-professional courses; in College of Commerce, general vocational adviser; some vocational conferences held under Y. M. C. A.; professional clubs, for example, engineering club, hold vocational meetings; some students attend Lake Geneva Conference under auspices of Y. M. C. A.; library has special shelf of books on vocational topics and university catalogues; placement by appointment secretary for teachers, and by employment bureau of School of Commerce, informally in other departments.

(The report from Northwestern University was made just prior to the accession of President Walter Dill Scott. If the reader will refer to Chapter IV, he will find the 1924-25 personnel activities described. Northwestern University has become one of the centers of such activity in American higher educational institutions.)

Shurtleff College: No.

University of Illinois: Placement largely by the separate colleges; used intelligence test once; devising a system of recording opinions of instructors in the College of Commerce and the College of Engineering; orientation lectures and problems in College of Engineering.

INDIANA:

Butler College: No.

De Pauw University: An annual vocational conference three days in length; placement for teachers.

Earlham College: Informal.

Taylor University: Informal.

Valparaiso University: A class given in freshmen year which includes study of occupations; placement by dean of men, dean of women, Y. M. C. A., and Y. W. C. A.; intelligence tests.

Wabash College: Informal.

IOWA:

Buena Vista College: Informal.

Central Holiness University: Informal.

Coe College: A large faculty committee on vocational guidance operating through sub-committees holds conferences with individual students; placement for teachers.

Cornell College: Informal.

Ellsworth College: Each class has faculty adviser; placement.

Grinnell College: A faculty committee on vocational guidance; individual conferences; placement for teachers.

Iowa State Teachers College: Vocational questionnaire to applicants; placement.

Simpson College: Informal; placement for teachers.

University of Dubuque: Organizing vocational guidance; "Students attend Y. M. C. A., Y. W. C. A., church summer conferences."

Upper Iowa University: Individual conferences with dean of men and dean of women; placement.

KANSAS:

College of Emporia: Individual conferences with adviser and dean; course in "College Problems" devotes a week to occupations; placement for teachers; pre-college information blank, a vocational questionnaire sent to applicants.

Friends University: No.

Ottawa University: Informal.

St. Benedict's College: Group conferences on business, professional and ministerial occupations.

St. Mary's College: No.

Sterling College: Informal; placement.

KENTUCKY:

Berea College: Elaborate system of student self-support under dean of labor; conferences with individual students; placements; planning extension of guidance.

Georgetown College: Informal; placement; rating scale for instructors' use for applicants for teaching positions.

University of Louisville: Placement.

University of Kentucky: Placement; intelligence tests.

Transylvania College: No.

MAINE:

Bates College: Informal; placement for teachers.

Bowdoin College: An interesting placement service through the coöperation of the alumni; the country is divided geographically and in each district the alumni are organized to help the new graduates.

Colby College: No.

University of Maine: Informal; placement.

MARYLAND:

Blue Ridge College: No.

Goucher College: In 1913 a faculty committee on occupations and vocational guidance appointed; 1914, placement bureau established, under direction of above committee; active contact has been maintained with placement bureaus for trained women; intelligence tests; personnel research, especially inquiries into vocational objectives of students; 1921, personnel office established; special effort to make part-time positions vocationally meaningful.

(*Goucher College* is typical of the eastern women's colleges, in the interest shown in vocational guidance. In the development of a personnel office, and in the activities undertaken, it has progressed since 1921 further than the other colleges.)

Hood College: An elective class has been given (discontinued) for the study of occupations in the freshman year; placement.

Johns Hopkins University: Placement.

Morgan College: Beginning intelligence tests.

MASSACHUSETTS:

Amherst College: No.

Boston College: Informal; placement; intelligence tests.

Boston University: Guidance administered separately for different colleges:

College of Business Administration: Guidance in charge of vocational department; frequent conferences with individuals; group conferences in junior year constitute a regular course, required and carrying credit; placement; intelligence tests; blanks for rating students; bulletin issued 1919 describes "Vocational Counseling and Supervised Employment"; sundry personnel research experiments.

College of Liberal Arts: Informal; placement.

College of Secretarial Science: Individual conferences with deans; group conferences; lectures by outsiders.

School of Religious Education and Social Service: Individual and group conferences under heads of departments, discuss curricula, individual adaptability, specific demands of vocations. Dean of women gives a course based upon a historical study of the woman's movement, which includes attention to vocational guidance; professor of applied psychology gives a course on "Leadership," which deals with study of individual student and his adaptability for various vocations.

Clark University: Informal; Professor W. H. Burnham is active nationally in the movement for mental hygiene in schools; placement.

College of the Holy Cross: Informal; placement.

Harvard University: (This report has been developed at length because Harvard University is typical of the large universities that have no centralized vocational guidance.)

When "vocational guidance" is mentioned in connection with Harvard University, the outstanding feature that is called to mind is the Bureau of Vocational Guidance of the Graduate School of Education. This bureau has its roots in the first organized effort for vocational guidance in the history of the movement, the Vocation Bureau of Boston. When Frank Parsons began his constructive vocational guidance in Boston, in 1908, he was supported by a group of philanthropists who financed the Vocation Bureau. In 1909, after the death of Frank Parsons, Meyer Bloomfield succeeded him as director of the bureau. At the time of the war with Germany, Mr. Bloomfield entered the government service, and Harvard University took over the bureau, giving it the name it now bears, the "Bureau of Vocational Guidance." The first director of the Bureau of Vocational Guidance of Harvard University was Roy W. Kelly; the present incumbent is John M. Brewer. The bureau does not offer guidance to the students of Harvard College, except that it welcomes those who voluntarily call upon it, or who consult its library. It gives courses in the Graduate School of Education for the training of teachers and counselors; it gives service to school organizations that have guidance problems; it maintains probably the most extensive library on guidance in the country; it conducts research into vocational and educational fields; and it coöperates in many ways with the National Vocational Guidance Association and other agencies.

The Graduate School of Business Administration presents the principal example in Harvard University of guidance for university students. In the first half-year of the two-year course, a series of addresses is given in which experts in the different fields of business outline the advantages and disadvantages of their occupations as life careers. Each lecture is followed by conferences with interested students. At the end of the second year, another series of meetings is held, in which the dean addresses the students on the requirements of the business world. The School admits students on the basis of a careful study of the entire personal situation; gives intelligence tests; employs rating scales that cover character traits and probability of success in the different fields of business; and gives active assistance in placement of its graduates. The annual reports of the dean to the president contain summaries of these service activities.

In Harvard College, there is a corps of faculty advisers, under the general direction of the committee on the choice of electives. The first duty of the faculty adviser is to assist the student in the choice of courses, to make sure that he meets curriculum requirements. The advisers in some instances go further and attempt to ascertain the vocational objective and to assist in the plan to attain it, but they very rarely attempt to influence the choice of the objective.

The tutorial system of instruction which is rapidly becoming the rule in the departments of Harvard College, is designed primarily to achieve individualized instruction, and an integration of the cultural life of the stu-

dent. In Chapter II of this study, it will be found that the 1911 committee on individual training and vocational guidance of the faculty of Stanford University was as much concerned to achieve individual training as it was to secure vocational guidance, and that the two objectives proved to be closely related. Undoubtedly some measure of educational and vocational guidance is accomplished by the tutors, even though that contribution is indirect and contingent upon the primary aim of cultural unity.

The Phillips Brooks House Association is a student enterprise devoted in part to social service among the poor of greater Boston, but active chiefly in stimulating religious and voluntary cultural activities among the students. The Christian Association issues each year a student's hand book for new students, and makes other efforts to greet them. The Phillips Brooks House Association collaborates with the Regent of the University and with a committee of professors who have had foreign contacts, in the organized counseling of foreign students.

In common with many of the educational institutions of the country, the post-war period saw a number of veterans of the world war sent to Harvard University by the government. Mr. Frederick J. Allen, of the Bureau of Vocational Guidance, was designated as their adviser. In this capacity he acts as intermediary between the university, the government, and the students; his relation with the students is both administrative and advisory.

Several different organizations make it their business to provide employment for Harvard University students, graduates, and those who withdraw before graduation. The Appointment Office is under the jurisdiction of the Faculty of Arts and Sciences. Its province is the placing of teachers and those in occupations related to teaching. It does not serve students from the Graduate School of Education which has its own placement service. The Students' Employment Office secures part-time and summer positions for students throughout the university. The Alumni Appointment Office in Boston assumes responsibility for the placement of graduating seniors and of alumni in positions other than teaching. Each professional school conducts some placement activity. In some instances such activity is one of the undifferentiated functions of the dean's office; in the Schools of Education and Business Administration a very definitely organized service is found.

Student appreciation of the need for more guidance, particularly for undergraduates, is shown in an interesting series of articles in the college paper, the "Harvard Crimson": November 11, 1920, Dean Donham on the purposes of the School of Business Administration; this article followed at intervals by: Dean Haskins on the Graduate School of Arts and Sciences; Dean Hughes on the Engineering School; and similar contributions by the heads of most of the special schools and departments. November 29, 1920, editorial, "Helping the Freshman," complimenting the Middlesex Club for its friendly reception of graduates of the Middlesex School, and its efforts to orient them during their freshman year. January 5, 1921, interview with Mr. William L. Underwood on the advantages of photography as a life work. January 18, 1921, editorial on the quandary in which the graduate finds himself — "The man who has a definite thought as to his future occupation [while an undergraduate] is hard to find." February 8,

1921, editorial on the general aim of introductory courses; asks that they partake of the nature of a general survey rather than a drill on fundamentals. February 9, 1921, editorial, in commenting on the dearth of men interested in the scientific and experimental aspects of medicine, "It is during his undergraduate days that such interest can best be aroused and this demands active coöperation between college and medical faculties." March 21, 1921, W. J. Carr on consular service as a life career. March 30, 1921, editorial, "A Man's College," sets forth the difficulty of making personal contacts in a large university, and the attempts Harvard is making to meet this problem by the appointment of tutors. April 5, 1921, news item regarding the conference of eastern college men to consider the Christian ministry as a profession. Editorial in same issue, opportunities offered by the Harvard Appointment Bureau for placing teachers. April 13, 1921, notice of the visit of a representative of an industrial firm to confer with seniors and graduate students with regard to positions in his firm. April 26, 1921, article on the value of college training for a career in writing. May 11, 1921, article on the activities of the Christian Association. The following items concern this study: The chairman of the Committee on New Students sends letters of welcome to freshmen and to students with advanced standing ("unclassified") during the summer, and supplies them with handbooks; he is in charge of the Phillips Brooks House Information Bureau; he and other members of the committee visit many new students in the fall. Announcement in same issue, Dean Donham's lectures in School of Business Administration, on "The Individual's Approach to Business." May 13, 1921, article urging students to take advantage of facilities offered by Appointment Office. Summary of previous year's work of the office. June 11, 1921, John M. Brewer, the work of the Bureau of Vocational Guidance.

Alumni appreciation of the need for vocational guidance may be found in the Harvard Alumni Bulletin. For example, the issue of March 25, 1922, contains an editorial calling for early and serious attention to the future vocation of the college student, decrying the custom of postponing decision to the last mad weeks before graduation. "What a college really does is to reveal and interpret the world. . . . The college ought to be concerned with the student's choice of a career. It ought to help him to know himself and to find himself in the world, quite as much with respect to the important relationship which he bears to the economic order as with respect to his other relationships. Perhaps in time a survey of vocational opportunities and educational offerings will be made a part of the program of instruction."

International Young Men's Christian Association College: "Almost our whole effort is vocational guidance" . . . "the men are under constant supervision and are frequently interviewed regarding their prospective callings." Intelligence tests; placement; employment supervision (follow-up).

Massachusetts Agricultural College: Questionnaire card on vocations filled out by students; individuals then confer with one professor who has volunteered for such advice.

Massachusetts Institute of Technology: The freshman year is practically uniform in all departments; heads of departments hold conferences for freshmen on departmental requirements and opportunities; placement by the division of industrial coöperation and research.

Mount Holyoke College: Intelligence tests; individual vocational interviews on matriculation; interview with dean in sophomore year on choice of major; questionnaire to seniors on vocational plans, calls attention to placement bureau; counselor from Women's Educational and Industrial Union, Boston, visits college periodically.

Mount Holyoke College was founded as one of the Fellenberg institutions, featuring student self-support. Facilities have been offered for such self-help, and the vocational objective has been recognized. Vocational guidance was found there even before the modern or systematic period.

Radcliffe College: Individual conferences with director of appointment bureau; occasional group conferences; students have attended intercollegiate vocational conferences; placement.

Simmons College: Bulletin 1919, "Vocational Opportunities"; placement.

Smith College: Has coöperation of Boston Women's Educational and Industrial Union, placement and counseling service; also New York Bureau of Vocational Information; placement; "Findex" register of alumnae by occupations; bulletin "Self-help at Smith College"; intelligence tests; spring vocational conference addressed by speakers from professional fields; this conference a successor to early participation in intercollegiate vocational conferences, which were found stimulating but not sufficiently educative.

Tufts College: Informal; placement.

Wellesley College: Has vocational counselor and students' vocational guidance committee; coöperation from Women's Educational and Industrial Union, Boston, and Bureau of Vocational Information, New York City; individual and group vocational conferences; students attend intercollegiate conferences on vocations; intelligence tests; placement; bulletin 1918, "Occupations toward which Wellesley courses may lead"; placement bureau and the various bodies interested in guidance contribute to the student paper, "College News."

Wheaton College: In February, 1917, at the invitation of a committee of the local Y. W. C. A., the first intercollegiate vocational conference was held at Wheaton College, with representatives present from twenty colleges enrolling women students. A second conference was held at Wheaton College in 1918 with a larger attendance. The coöperating colleges, acting chiefly through student committees, established in 1919 the Intercollegiate Vocational Guidance Association. The prefatory note in Miss Filene's "Careers for Women" tells of this organization. See also the latter portion of this chapter.

The students' committee at Wheaton College was active in 1921, at the time of this study, in maintaining a library of vocational literature and in placement. Miss Filene, who had graduated, held the title of vocational counselor.

Williams College: The president confers annually with each senior; in 1913-14-15-16, through special financial provision, held lectures and round table conferences on vocations; "After the novelty had worn off, the students gave less and less attention to the course."

Worcester Polytechnic Institute: The first year is the same for all students and there are lectures during the year on the opportunities for which the different departments prepare; placement.

MICHIGAN:

Adrian College: Group conferences for students interested in the ministry.

Albion College: Informal; placement.

Hillsdale College: Placement for teachers; intelligence tests.

Kalamazoo College: Informal; placement for teachers.

Michigan Agricultural College: No.

University of Detroit: "Besides a dean, we have a regent in each department who looks after, counsels, and guides the students."

MINNESOTA:

Augsburg Seminary: No.

College of St. Catherine: Individual conferences with dean of women; group conferences on teaching, nursing, social service, and laboratory technique; placement; intelligence tests.

College of St. Teresa: Member of the Association of Collegiate Alumnae; individual conferences with dean; occasional group conferences; club for the study of occupations; placement; intelligence tests.

Macalester College: President acts as head of vocation department; required freshman course given by the president; individual conferences with the president held regularly; placement; intelligence tests; bulletin "Vocational Guidance as offered in the new Department of Vocation"; chart of characteristics to be filled out by student.

St. Olaf College: In the freshman year an elective course in "Personal Efficiency" deals with (1) measurements of the student's abilities, (2) methods of efficient study and adjustment to college life, (3) advantages and requirements of the vocations of chief interest to the group; placement for teachers; intelligence tests.

University of Minnesota: Informal; individual conferences with heads of departments and deans of colleges; placement for teachers, based on unique rating reports from major departments.

MISSISSIPPI:

University of Mississippi: No.

MISSOURI:

Central Wesleyan College: Informal; placement; some use of intelligence tests.

Palmer College: Informal; group conferences, largely on religious vocations.

Park College: The class in ethics in the junior year uses as a text "An Inductive Study of Standards of Right" by Matthew Hale Wilson; this book discusses the ethical aspects of professions and business; placement.

Stephens Junior College: Regular lecturer on vocations for one week from intercollegiate bureau; individual conferences with deans and with president; in a class in English the instructor conducted a study of vocations for women; improvement clubs connected with the English department often hold programmes dealing with careers for women; placement for teachers; intelligence tests.

University of Missouri: Informal; adviser of women; placement.

Westminster College: Informal; placement.

William Woods College: Informal; placement; intelligence tests.

MONTANA:

University of Montana:

State College of Agriculture and Mechanic Arts: Informal.

State University: Course in "College Education," given since 1917; required of freshmen in first quarter; purpose is orientation; selected topics of addresses: choice of a curriculum, elements of character and personality; a continuation of the course considered in second quarter, "on the vocational bearing of the university departments"; placement for teachers, and part-time for students; freshman guide book.

NEBRASKA:

Doane College: Placement.

Grand Island College: Group conferences to consider collegiate courses; placement; some use of intelligence tests.

University of Omaha: Informal.

York College: No.

NEVADA:

University of Nevada: Informal; placement for teachers.

NEW HAMPSHIRE:

Dartmouth College: Vocational guidance under direction of associate dean; regular schedule of conferences with individual students; group meetings and addresses on vocations; intelligence tests; rating scales; personnel research; placement.

(Dartmouth College is noted for its early and complete program of personnel work. At the date of this inquiry, 1921, the Dartmouth personnel program was just being completed. The dean in charge of the work was beginning his contributions to the literature of college guidance, which were cut off by his untimely death in 1923.)

Amos Tuck School of Administration and Finance of Dartmouth College: "Since the foundation of the school, it has been considered that one of our chief responsibilities is to encourage and to assist our men in obtaining vocational information and advice from all available sources." Guidance not so systematic as in the college; individual and group conferences; intelligence and specific ability tests; records of athletics and student activities.

New Hampshire College of Agriculture and Mechanic Arts: Courses were tried for two years and later discontinued in the Electrical and Mechanical Engineering Departments to guide freshmen in the choice of their work; call in outside expert for vocational guidance lectures and conferences; the deans give personal counsel.

NEW JERSEY:

College of St. Elizabeth: No.

Stevens Institute of Technology: Investigating intelligence tests; keep a record of athletics and student activities.

NEW MEXICO:

New Mexico College of Agriculture and Mechanic Arts: No.

New Mexico School of Mines: Informal.

University of New Mexico: Handbook for guidance of students.

NEW YORK:

Alfred University: Placement bureau has coöperation of alumni.

Colgate University: Informal.

College of New Rochelle: Committee of the alumni gives advice to students.

Barnard College, Columbia University: Coöperation secured from the Bureau of Vocational Information of New York; a year course in the economic and social position of women is open to juniors and seniors; a student committee has in the past participated in intercollegiate conferences on vocations, but has decided that the method is ineffective; secretary of college holds regularly scheduled interviews with individual students on choice of a vocation and on placement; alumnae assist secretary of college in placement; in 1921-22 a course, "Professional occupations: their scope, functions, and newer developments."

Elmira College: Placement.

Hamilton College: Informal; placement.

Hunter College of the City of New York: Faculty committee on counseling, also a student committee; the latter holds membership in an intercollegiate organization; group conferences at the Forum and at assemblies under charge of the faculty and student committees; in 1918-19, a course of ten lectures was given by the chairman of the Intercollegiate Bureau of Occupations; placement by alumnae.

New York State College for Teachers: Placement; experimental use of intelligence tests.

Polytechnic Institute of Brooklyn: "On admission, after the scholarship credentials have been approved, each student comes before a special committee of the faculty made up of the heads of the various engineering and chemistry departments. At that time they attempt to determine the fitness for the various choices that the men have made." A system of freshman advisers; committee on appointments.

Rensselaer Polytechnic Institute: No.

St. Bonaventure's College: No.

St. Francis College: No.

St. Lawrence University: Informal; placement.

St. Stephen's College: Intelligence tests; "Vocational guidance is one of our chief aims in keeping the numbers small."

United States Military Academy, West Point: No.

University of Buffalo: No.

University of Rochester: Informal: placement for teachers; intelligence tests.

Vassar College: Occupation bureau headed by associate warden, assisted by a student committee and a faculty committee on vocational guidance; individual conferences, occasional group conferences, annual vocational

conference open to student body; intelligence tests; records of athletics and student activities; placement; planning a bureau of personnel research.

Wells College: Informal; placement.

NORTH CAROLINA:

Davidson College: Informal; placement.

Elon College: Informal; placement.

Greensboro College for Women: Vocational conference week under Y. W. C. A. each year.

North Carolina State College of Agriculture and Engineering: Only in a small way and that with rehabilitation students.

Salem College: Individual conferences with adviser of women; placement.

University of North Carolina: Informal.

Wake Forest College: No.

NORTH DAKOTA:

Jamestown College: Annual vocational conference of one week under an outside expert; placement.

University of North Dakota: Informal.

OHIO:

Antioch College: (At the time of this study, Antioch College was being radically reorganized with coöperative part-time education as the central administrative device. Coördination between the college and the job was being planned for, and this necessitated consideration of vocational guidance. The regular announcements of the University of Cincinnati, not reported in this study, indicate the amount of guidance given in coöperative education. Subsequent developments at Antioch College have shown that guidance has been made a feature.)

Baldwin-Wallace College: No.

Capital University: Informal; local employment only.

Case School of Applied Science: Intelligence tests.

Cedarville College: Informal; placement.

College of Wooster: Pamphlet on chemistry prerequisites for admission to medical schools; one on certification of teachers; placement; intelligence tests.

Denison University: Faculty committee on vocational guidance holds individual and group conferences; placement.

Findlay College: Informal.

Kenyon College: Informal.

Marietta College: Placement for teachers.

Miami University: "Not as a department. Professor of Economics does some of this work. Have had series of conferences arranged for women." Intelligence tests.

Mt. Union College: Vocational program covering two days each year, conducted by specialists; placement.

Oberlin College: Bureau of appointments whose secretary is member of faculty; has assistance of Y. M. C. A. and Y. W. C. A.; directs individual and group conferences; annual vocational conference; published bulletin

"Vocational Advice for College Students" in 1918; intelligence tests; vocational questionnaire submitted to students; rating scale filled out by faculty; placement; sundry personnel studies.

Ohio University: Dean of women is assisted by a students' committee which is affiliated with the Intercollegiate Vocational Guidance Association; individual conferences with students; placement for teachers; blank forms include personal efficiency test questions to be answered by student; library has vocational shelf.

Ohio Wesleyan University: Annual vocational conference for three years; dean of women in charge of the conferences; also gave course in "Vocational Education for Women," now discontinued because of her departure; placement in hands of teachers' bureau and student personnel committee; intelligence tests; series of small pamphlets: "The College and Journalism," "The College and Teaching," "The College and Engineering," "The College and the Law," "The College and the Ministry," etc.

Otterbein College: No.

Oxford College for Women: Dean of women and student committee. Assistance received from New York and Chicago placement bureaus; placement; some use of intelligence tests.

Toledo University: In 1919, faculty appointed a committee on personnel, research and service; planning a course in "University Education and Vocational Preparation."

Western Reserve University, College for Women: Member of Intercollegiate Vocational Guidance Association; conferences with individual students held by director of Cleveland Bureau of Occupations for Trained Women; placement.

Wilmington College: Vocational information blank for dean of women; placement for teachers; some use of intelligence tests.

Wittenberg College: Vocational conference for a week each year; individual conferences; placement for teachers.

OKLAHOMA:

University of Oklahoma: Placement for teachers; intelligence tests.

OREGON:

Linfield College: Speakers on vocations from Y. M. C. A. and from the denominational organizations; individual conferences with deans.

Oregon Agricultural College: Placement for teachers; intelligence tests.

Reed College: Orientation course for freshmen gives some attention to vocations; has been given since founding of college except during period of Students' Army Training Corps; has varied in length and content; has never been primarily vocational; under date of April 10, 1919, the students published a letter to the faculty suggesting an expansion of the freshman course in "College Life"; placement; intelligence tests; vocational guidance planned as a function of the Department of Psychology.

University of Oregon: A bureau of vocational research has been formed; plans for vocational guidance, and for centralizing at the university the vocational guidance work in secondary schools; placement for teachers.

PENNSYLVANIA:

Albright College: Informal; group conferences on the ministry, teaching, medicine, law, etc.

Allegheny College: Informal; placement.

Bryn Mawr College: Affiliated with the Intercollegiate Vocational Guidance Association and with the Bureau of Vocational Information, New York City; vocational counselor visits the college once a year; student committee helps arrange the conference and publicity; occasional locally arranged vocational conferences; placement; intelligence tests.

Question IIIG: "Do your students participate in intercollegiate conferences of students to obtain and disseminate vocational information?" "No, as we think the vocational work can be conducted more efficiently through a college official rather than through a committee of students."

Dickinson College: No.

Duquesne University of the Holy Ghost: Informal; placement; some use of intelligence tests.

Geneva College: No.

Grove City College: Informal.

Juniata College: Informal.

Moravian College and Theological Seminary: No.

Muhlenberg College: Professor of education is initiating the work; trying to have studies made of opportunities for college men; placement; intelligence tests.

Pennsylvania College, Gettysburg: Informal; placement.

Pennsylvania College for Women, Pittsburgh: Guidance in charge of dean, who has coöperation in counseling and in placement, of professional section of the Women's Employment Service, Pittsburgh, and Bureau of Vocational Information, New York City; dean regularly attends conferences of the National Committee of Bureaus of Occupations; individual conferences with students; usually hold a vocational conference during year, on more informal basis than necessary in larger college.

Pennsylvania Military College, Chester: No.

Pennsylvania State College, State College: Dean of men now initiating work for men; dean of women aided by a student committee on vocational guidance; early in freshman year women receive statements describing the several departments of the college; a required conference with dean of women on matriculating relates to choice of vocation and curriculum; second required conference in sophomore year; final conference in senior year; during first three months dean of women addresses freshmen once a week on orientation, including vocational topics; student committee active in filing and cataloguing vocational literature and in stimulating and recording vocational interests of individual students; committee arranges annual vocational conference; is affiliated with Intercollegiate Vocational Guidance Association.

St. Joseph's College: Intelligence tests.

Susquehanna University: Informal; placement; intelligence tests.

Swarthmore College: Group conferences on vocational subjects; placement.

Temple University: Member of Intercollegiate Vocational Guidance Association; group conferences on vocational subjects. "The head of each department in the Teachers' College and the secretary in the School of Commerce interview the students to give them vocational guidance. The vocational counselor also confers with any desiring to see her and takes charge of the placement of the students." Intelligence tests.

University of Pennsylvania: Group conferences particularly in the School of Education, discuss subjects necessary in preparation for different types of work, desirable attitudes, opportunities, etc.; intelligence tests; placement; good follow-up form used by the appointment bureau.

Washington and Jefferson College: Dean of the college has been appointed counselor to students attending the institution under the Federal Rehabilitation Act; lectures on vocational topics through the year; keeps record of students in athletics and student activities.

Westminster College: No.

Wilson College: President of college directs vocational guidance; has assistance from faculty committee and student committee; following a general vocational address in about February of each year, groups of students with common vocational interests are formed and assisted in obtaining vocational information; vocational conferences each spring; library has special vocational section; placement for teachers and informally for others; intelligence tests.

"The College, until the last two years, has been sufficiently small to enable each student to be very carefully studied and quite fully known, both with reference to capacities and aims, and the personal knowledge of the advisers has largely taken the place of office records. The present growth of the college will probably make necessary the mechanical method rather than the present much more effective method of thorough personal acquaintance."

PORTO RICO:

University of Porto Rico: No.

RHODE ISLAND:

Brown University: A faculty committee on educational advice and direction; orientation lectures for freshmen contain a little of vocational guidance; committee arranges conferences with individual students; rating and personal information secured from principal of secondary school; intelligence tests; vocational questionnaire filled out by student; further personnel records compiled by adviser; placement; planning for vocational lectures to juniors and seniors.

(Brown University is a pioneer in this field. The faculty committee, whose early chairman is now deceased, was experimental in attitude, energetic, and helpful.)

SOUTH CAROLINA:

Benedict College: No.

Greenville Woman's College: Informal.

Presbyterian College of South Carolina: No.

University of South Carolina: Informal.
Wofford College: No.

SOUTH DAKOTA:

Dakota Wesleyan University: Visiting speakers hold vocational conference once a year, especially for the ministry, missionary work, and education; placement for teachers.

South Dakota State College of Agriculture and Mechanic Arts: A personnel committee, composed of twelve members of the faculty; each class has a class adviser, who gives counsel himself or sends student to other officers; placement.

University of South Dakota: "Matter is under discussion at present."

TENNESSEE:

Carson and Newman College: No.

Fisk University: No.

George Peabody College for Teachers: Placement; intelligence tests given in the case of students wishing to take more college work than regularly allowed.

Tusculum College: No.

TEXAS:

College of Industrial Arts: Associate dean of the college is vocational counselor and is also instructor in social economy; she gives a course in the sophomore year, elective, carrying academic credit, which covers the history of women in industry, the principal vocations open to women, social and business ethics; she holds individual and group conferences on regular schedule, on vocations and their relation to the courses of the college; placement of teachers by a faculty committee; associate dean places other full-time workers; a second committee places students for part-time work; vocational census of students in 1920.

Question III, F, "In the regular courses is an organized attempt made to bring out vocational implications?" "Yes, by a letter sent to faculty members by the vocational counselor, and by group conferences of faculty members and vocational counselor." This represents one of the few instances of a constructive answer to the question quoted.

To those who regard vocational guidance as a science which must rest upon research to be of any value, and who feel that the research must progress very far beyond its present reach before it may be relied upon, the prospect of the kindly service at the College of Industrial Arts should be illuminating. The pioneer work at this college did not lie in the field of psychological research, but in a very simple type of helpful worldly advice to young women from farms and small communities, entirely uninformed as to the great number of opportunities in the modern world for an educated woman.

Simmons College: No.

VERMONT:

Middlebury College: At time of questionnaire, the associate dean was on leave of absence for a year studying vocational guidance in the Graduate

School of Education, Harvard University, and establishing industrial contacts in the Boston district, to equip him to return to Middlebury and install vocational guidance in a comprehensive fashion.

(Upon his return, in 1922, he expanded the placement service, established regular interviews with students, organized group conferences, called in outside lecturers on vocations, made use of intelligence tests, and made plans for a class in occupations, probably for the sophomore year.)

St. Michael's College: System of counselors, largely for religious purposes.

University of Vermont and State Agricultural College: No, except in College of Engineering where there are occasional lectures on vocational topics; placement; intelligence tests.

VIRGINIA:

Bridgewater College: Orientation class for freshmen, begun in 1919, once a week for a semester; the instructor formerly gave similar course (beginning 1917) at Harrisonburg State Teachers College, Va.; course includes career planning and selection of curricula and courses; placement; planning an extension of the personnel work.

Elizabeth College: Informal.

Randolph-Macon College, Ashland: No.

Randolph-Macon Woman's College, Lynchburg: Affiliated with Bureau of Vocational Information, New York City; vocational guidance is in charge of dean, assisted by a students' committee and an alumnae committee; annual vocational conferences; placement.

University of Richmond: No.

Virginia Military Institute: No.

Virginia Union University: Informal.

Washington and Lee University: Informal; placement.

WASHINGTON:

College of Puget Sound: Informal; group vocational conferences in the Department of Education; placement.

University of Washington: Vocational secretary and dean of women counsel individual students; vocational conferences for prospective teachers and in professional schools; intelligence tests for engineers; course in engineering problems supplies orientation for engineering freshmen; placement blanks include rating scales for candidates for teaching.

At the University of Washington, as we found in the Stanford investigation, a class in orientation was planned for 1912-13, modelled probably on the class at Reed College (Ore.). The writer found no evidence of the class having been given. It was not given in 1921 or later. The outstanding feature at the University of Washington from the point of view of this study is the well-organized placement office.

Whitman College: Conference with dean on matriculation; dean advises during freshman year, major professor later; "All freshmen are required to take a lecture course in 'College Life' given by the president," in which vocational guidance is touched on; placement; some use of intelligence tests; booklet "Looking Ahead" sent to high schools, takes up the question from the point of view of the high school student.

WEST VIRGINIA:

Bethany College: No.

Davis and Elkins College: No.

West Virginia University: Agricultural College requires in the second semester of the freshman year a course "to acquaint the student with the entire field of agriculture that he may choose intelligently the particular phase selected as his major"; placement.

WISCONSIN:

Beloit College: A small folder outlines courses preparatory to the study of law, of commerce, and of the consular and civil services; other bulletins on courses preparatory to the study of medicine, engineering, chemistry, and agriculture, and on training for journalistic and editorial writing; one of the admission blanks to be filled out by candidate is a personal history card which gives attention to vocational choice; placement largely for teachers; rating scale to be filled out by faculty for applicants for teaching positions.

Lawrence College: "Life service rallies once or twice a year in which the claims of the various religious occupations are presented"; placement for teachers; intelligence tests.

Milton College: Placement for teachers.

Milwaukee-Downer College: Individual conferences with dean of women, assisted by a student committee; some group conferences in connection with annual vocational conference; placement; intelligence tests.

The Mission House of the Reformed Church: No.

Ripon College: Course offered in the Department of Education for the study of vocations has a double purpose — to acquaint the students with vocations and to prepare high school teachers for the work of vocational guidance; placement.

DISCUSSION OF THE RESULTS OF THE 1920-21 INVESTIGATION

The 1920-21 study reveals a much more extensive interest in vocational guidance than did the Stanford survey of 1912. The types of service rendered and of research conducted had become more varied.

The first question (refer to Appendix D) asks whether the institution is carrying on vocational guidance. Some correspondents answered by the simple word "No." In many instances, the negative answer did not adequately meet the facts of placement, of faculty advice, or miscellaneous lectures including those on vocational topics. Some of those who gave negative answers expanded them. The following selections have been made from such answers:

- No, a college of liberal arts simply.
- No, as students decide before entrance.
- No, nearly all are preparing for the ministry.
- Not systematic, we only encourage teachers to enter.
- Not necessary, as this is an engineering school.

The responses not only revealed colleges where no vocational guidance was found, but some of them were expressed in terms that showed a frank opposition to the movement for vocational guidance in the colleges. Their opposition may be classified under the following four heads:

We are a small college enjoying intimate contact between instructors and students and do not need organized vocational guidance.

This is a technical college, and the students have decided on their occupations before they enter; we have no need for vocational guidance.

We are a college of liberal arts, and decline to compromise our cultural aim to the extent that would threaten with a program of vocational guidance.

Students get too much advice on all kinds of topics already; they value advice only when they seek it; systematized advice would be resented, a waste of time.

These important stands against vocational guidance were taken not only by individuals to whom vocational guidance was a new movement, but also by administrators who had considered the matter quite extensively. Discussion is necessary, but will be deferred to Chapter V.

In nearly all institutions, development of vocational guidance was partial. Certain selections from the answers will serve to show the nature of this incomplete development.

- To some extent among girls.
- Only slightly, Federal Board students.
- For vocational teachers and rehabilitation men.
- Through different channels, but not as an institutional responsibility.
- Informally, through employment bureau and personal relations.

BY WHOM IS VOCATIONAL GUIDANCE CONDUCTED?

The second question asks by whom vocational counseling is carried on.

Vocational counselors. Very few colleges had vocational counselors by that name. Normally the work of counseling in this field was given to some officer of the college who already held in-

terviews with students. The commonest assignment was to a dean or the head of a department. The title "personnel director" had not appeared in 1920-21.

Faculty advisers. The faculty adviser system was found in many institutions. The discussion given in Chapter II, of faculty advisers and major departments in 1912, cannot be added to from the 1920-21 returns. Probably the chief reason that no information was obtained in 1920-21 lies in the construction of the questionnaire; no clear question on this point was asked. Developments in this field will be reported upon for 1924 in Chapter IV.

Advisers of women. Some universities had advisers of women; it may well be doubted that these officers approached much nearer to vocational counseling than does the typical dean of women, occupied as she is with student activities and morale.

Faculty vocational committees. Faculty committees on guidance were found at Stanford University (Cal.) and Brown University (R. I.). Chapter II presents an illustration of the research such a committee can carry forward. The records of the committee at Brown University furnish similar examples of research. It may be said that such committees make more effective the work of the faculty advisers, carry on research, and assemble and disseminate vocational and educational information. Their functions may extend to supervision over placement.

Intercollegiate Vocational Guidance Association. The 1920 study revealed the action of women's student committees on vocational guidance. It will be recalled that the Stanford report of 1913 referred to such committees. A new phase of this activity appeared in 1917, in which year the first intercollegiate vocational conference was held, resulting in the formation in 1919 of the Intercollegiate Vocational Guidance Association. One of the collaborators in this study, Miss Catherine Filene, had been active in founding the intercollegiate society when a student at Wheaton College (Mass.); at the time of the study she was a national officer. The society was an association of local or institutional committees, composed largely of students but having varying degrees of faculty coöperation and membership. The national society

held annually a vocational conference to which the local or college committees sent delegates. Addresses were given at this convention by men and women of note in vocational fields; and the delegates on their return reported to their constituents on the addresses and resolutions. The local committees arranged vocational meetings and addresses, interested students in vocational problems, and aided them in meeting them. Reference may be made to the reports on the intercollegiate organization made by Wheaton College (Mass.), Wellesley College (Mass.), Smith College (Mass.), Barnard College (N. Y.), and Pennsylvania State College.

Probably the value of the intercollegiate student movement for vocational guidance lay in the demonstration it offered for faculty eyes of the extent among the students of interest and need of information in vocational fields. Faculty members became interested in this phase of the life of the students; some of them of course had always had such interest. As they lent more and more strength to the movement, they brought to bear their professional abilities. The greater effectiveness of their contribution as compared with that of the students relegated the student committees to a position of less importance than when they had held the field virtually alone. Evolution has continued in the direction of increased faculty service in dissemination of vocational information, counseling students, placing graduates, and conducting research designed to give constantly better foundations for the first-named services. While student interest has not disappeared, nor even student initiative, the function of the student committees is now less in the direction of securing and disseminating vocational information than in arousing interest in and upholding the activities that more expert persons are managing.

After 1920, intercollegiate movements for vocational guidance may be sought among the faculties rather than the students. This tendency will be discussed in Chapter IV.

Visiting counselors. Visiting counselors were found, largely from five centers; The Bureau of Vocational Information, New York City; the Women's Educational and Industrial Union, Boston; the Collegiate Bureau of Occupations, Chicago; the

Southern Woman's Educational Alliance, Richmond; and the Collegiate Bureau of Occupations, Denver.

These organizations, all of them established for placing trained women and most of them actively aided by the Association of Collegiate Alumnae, sent counselors either on special invitation or on regular schedule to women students in their vicinity.

BY WHAT METHOD IS VOCATIONAL GUIDANCE CONDUCTED?

The third question asks the method of carrying on vocational guidance. It was concluded after inspecting the returns that the development of vocational guidance in each institution had been in response to some locally felt need, and that usually the need was felt more by one officer than others of the faculty. Naturally developments followed the interests of that officer. For this reason a study of the spontaneous growth of guidance reveals both the local needs and the bias or channel of greatest interest of the sponsor.

A number of the institutions provided for individual conferences with students. Most of these may be classed as informal, though certainly Brown University (R. I.) and Dartmouth College (N. H.) should be given special attention because of the definiteness of their systems.

Even with the responses to the questionnaire in hand, it is impossible to make a fair statement with regard to the informal types of vocational guidance that come under the headings of group conferences; addresses on vocational topics, whether in regular assembly or chapel meetings or casual; vocational meetings of clubs, particularly the professional clubs. Such activities contribute to the vocational enlightenment of the hearers, but probably the reliability and effectiveness of the information so given is not of a high order.

Vocational conferences. At a number of institutions, some affiliated with the Intercollegiate Vocational Guidance Association described above, an intensive series of vocational meetings and addresses, lasting from three days to a week, were given once annually. These meetings were in some cases arranged by a local

officer or committee who invited representatives of vocations to address the students; some were conducted largely by one individual, such as a representative of one of the city placement bureaus for trained women. Very few such conferences were held for men. Examples are Smith College (Mass.), Wheaton College (Mass.), Oberlin College (Ohio), and the University of Illinois. Since 1921 the trend has been to spread these conferences over a semester, holding meetings weekly or bi-weekly.

Classes in orientation. There are three types of classes in orientation, which will be found discussed in Chapter V. They relate to (a) the college environment, (b) culture and man's relation to his fellows and to the universe, and (c) vocations. Orientation is in some cases the aim of a distinct class set apart for the purpose, and in others a joint aim of such a class as English composition. Vocational information given in a class as under "c," or in a series of vocational addresses not organized as a class, may have a general or comprehensive aim, as would be suitable for a college of liberal arts, or it may be restricted in scope as when engineering is presented to technical students, or the fields of religious service to students in a sectarian college.

The questionnaire did not give a basis for the classification of the orientation classes reported. The list of institutions reporting classes of some type is given below:

College of the Pacific (Calif.).
University of California, Southern Branch.
University of Southern California.
Bradley Polytechnic Institute (Ill.).
Valparaiso University (Ind.).
College of Emporia (Kans.).
Hood College (Md.).
College of Business Administration, Boston University (Mass.).
College of St. Teresa (Minn.).
Macalester College (Minn.).
St. Olaf College (Minn.).
Park College (Mo.).
Stephens Junior College (Mo.).
Montana State College.
Barnard College (N. Y.).
Hunter College of the City of New York (in 1918).
Ohio Wesleyan University.
Pennsylvania State College.

College of Industrial Arts (Tex.).
Bridgewater College (Va.).
Middlebury College (Vt.) (planned).
Whitman College (Wash.).
University of West Virginia.

Vocational implications stressed in non-vocational courses. The inquiry whether an organized attempt was made to bring out vocational implications in the courses that were not devoted to vocational guidance elicited only two positive responses:

College of Industrial Arts (Texas), "By letter sent to faculty members by the vocational counselor, and by group conferences of faculty members and vocational counselor."

Ripon College (Wis.), "the matter is discussed a good deal among faculty members with a view to keeping the vocational viewpoint in the teaching."

One phase of this question related to organized attempts to emphasize the vocational consideration (among other considerations) in the election of courses. This topic aroused a response in many cases definitely antagonistic. To call pointedly to the mind of the student at the time of election of courses, that he should consider among other things the applicability of the course to his chosen vocation, is distasteful to many members of liberal arts faculties.

College publications on vocations. Several institutions provided information on the vocations toward which the different courses prepare. Stanford University (Cal.) published a bulletin "Vocational Information"; Wellesley College (Mass.), "Occupations Toward Which Wellesley Courses May Lead"; Oberlin College (Ohio), "Vocational Advice for College Students"; Middlebury College (Vt.), "Programs for College Students"; Pennsylvania State College, "Information on Courses of Study." Beloit College (Wis.) included in its annual catalogue a suggested arrangement of "courses bearing on specific vocational or other post-graduate activities." Ohio Wesleyan University had a series of small pamphlets: "The College and Journalism," "The College and Engineering," "The College and Teaching," "Points for the Man Who is Undecided about his Life-Work."

Library collections. About half of the institutions answering the questionnaire reported that the libraries concentrated vocational literature and catalogues of professional and graduate schools. In some cases the vocational collections were kept in the office of a dean; at the Pennsylvania State College, the collection was kept by the student's committee on vocations. At this institution, the committee kept a current list of the vocational interests of students, and sent out notices to interested individuals when new books were received. It may be assumed that in any college where an organized effort is made at vocational guidance, such library service will be one of the first aspects given attention.

Placement. The fourth question related to placement service. In considering this question, it will be well to bear in mind the many types of placement bureaus: for part-time placement of students, for summer placement, for placement of teachers, of graduates of professional schools, of the miscellaneous graduates of the liberal arts college, of older alumni. The administration of these offices is highly variable. Frequently the part-time placement is left to the dean of men (or of women), to a student organization, or to the Y. M. C. A. or Y. W. C. A. The placement of alumni, and even the initial placing of liberal arts graduates, has in some institutions been assumed by the alumni association. When no evidence was given of organized placement service — and frequently even though such service was organized — it was found that the departments rendered some assistance to their own graduates. The larger institutions quite uniformly provided some type of appointment service. Usually part-time placement of students and teacher appointment appeared first.

The institutions were asked to indicate the agencies which took charge of placement. The great variety of answers is quite interesting.

Eight institutions stated that the president took direct charge of placement; eighteen others listed the president together with other officers such as the head of the department of education, instructors, group advisers, faculty committee, dean, registrar, Y. M. C. A., alumni committee.

Twelve institutions indicated that a dean took charge of place-

ment; eighteen institutions listed the dean in conjunction with some other office. Probably the most interesting case where a dean was reported in charge was from Berea College, Kentucky, where the officer in charge of part-time employment of students was called the "Dean of Labor."

Twenty-eight institutions reported that various college officers had charge of placement. Fifty-five institutions listed a faculty committee of some type, sometimes loosely organized, sometimes a definite committee on appointments with a paid staff. With the 55 should be considered 7 others who mentioned individual officers, specially appointed for placement. A common title was that of appointment secretary. Four institutions presented irregular cases that are of interest. Illinois Wesleyan University reported placement by an employment bureau and a local teachers' agency. The University of Colorado reported placement by organizations on the campus and in addition by the Denver Collegiate Bureau of Occupations. Similarly, Western Reserve University College for Women (Ohio) reported placement in the hands of the Cleveland Bureau of Occupations for Trained Women. Wheaton College (Mass.) reported placement by an undergraduate "committee on vocational information."

The city vocational bureaus for trained women render important service. Not only do they counsel students, but through their chief activity of placement they are of notable service to the women's colleges and the women from co-educational institutions.

Records, tests, ratings. The fifth question relates to the keeping of records. Included is a question relating to intelligence tests. The information about intelligence tests secured in answer to this question was so meager that the topic will be postponed until the discussion of the 1924-25 findings.

A question was asked whether record was kept of the opinions of instructors concerning individual students. This question was designed to secure information relating to rating scales and similar devices. In general, it failed of its purpose, though it did secure such information from Dartmouth College, Brown University and a few others. At Dartmouth a rating scale was in

general use. The composite result of several ratings, together with the results of the intelligence tests, were set before the student as basis for an interview. Brown University made use of the rating scale to get the opinion of the high school principal regarding the characteristics of the applicant for admission.

Others to use the rating scale were Middlebury College, the Graduate School of Business Administration of Harvard University, Stanford University, University of Southern California, Boston University, University of Idaho, Northwestern University, Goucher College.

Accompanying the answers to the questionnaire were forms and blanks of a variety of types. However, it was thought inadvisable to include them in this study.

Before leaving the 1920-21 study, it may be pointed out that the development beyond the findings of 1912 was pronounced in nature and extent. Personnel research with its concern for vocational psychology, the study of special abilities, and of the records of students was just beginning in an organized fashion. Since 1921 this movement has progressed to so noticeable an extent, that the general movement for guidance in colleges is usually referred to as personnel research and guidance.

The two developments that are visible in 1925 but were not in 1920-21 are intercollegiate coöperation in vocational guidance and research by college faculties, and mental hygiene. Both of these topics will be treated in Chapters IV and V.

CHAPTER IV

REPORT UPON INSTITUTIONS VISITED IN 1924-25

ON the basis of the 1920-21 survey, and of information from other sources, the writer made a list of institutions which he considered should be reported upon in detail in order that a true picture might be given of the vocational guidance offered college and university students in the United States. The institutions that it was possible for him to visit are described in this chapter. The earlier portion of the list includes the colleges and universities visited, arranged in alphabetical order of states. The latter portion includes some of the intercollegiate and other important organizations contributing to the vocational guidance of college and university students.

California: Stanford University. Stanford University has been reported upon at length in Chapter II and more briefly in Chapter III. Since the investigations of 1911, 1912, and 1913, vocational guidance has not been administered in the centralized fashion then recommended. Instead of a single coördinated policy, there are several groups and organizations contributing to one or another phase of guidance. Perhaps the decentralization has been necessary.

Professor L. M. Terman and his associates have made notable contributions to the field of educational psychology, particularly in the development of intelligence tests. The report of the sub-committee (of the committee on scholarship) on student ability which is cited in the bibliography under the classification "Personnel Research," is a publication of this group. Professor W. M. Proctor has applied intelligence tests to the vocational guidance of students sent to Stanford University by the United States Veterans Bureau. The placement service is centralized and effective. The division of the undergraduate college into a "lower division" and an "upper division" has helped to organize the advice given in the two lower years, and has improved its

quality, but has scarcely increased its scope beyond curriculum advice. The departments of engineering continue the informal phases of the program established in 1911. They advise students and establish individual contacts with them beginning in the freshman year. They are collaborating with the research program of the Society for the Promotion of Engineering Education, which will be referred to in the latter part of this chapter.

The committee on vocational guidance has two major duties, the publication of vocational material, and counseling students. Its pamphlet on "Vocational Information" is an achievement of note in the brief bibliography of orientation publications by colleges. One of the blanks filled out by the freshman at matriculation indicates whether he wishes vocational advice. If so a member of the committee confers with him. The committee also confers with other students who come to it for vocational or educational advice. Yet the committee is not content with the service it is rendering. Professor Cottrell feels that the students do not appreciate that they need vocational information, and therefore do not seek it. Some of them come to a realization of their need in the senior year and appeal for eleventh-hour advice, but others do not learn of their need until after graduation.

In the committee's annual report to the president for 1923-24, it faces this question, and proposes two measures designed to correct it. It calls first for the addition of a vocational psychologist to the membership of the committee, and the beginning of a program of personnel research and service which can only be properly organized under such supervision. It suggests in addition the consideration of a class in vocations, and proposes to study this subject during 1924-25 and to make a more definite statement in its next report. The better organization of personnel research and service would show the student the problems before him and help him to organize his powers to meet them. The class in vocations would give him a knowledge of the vocational world, and of his relations to it, which would probably cause him to seek advice sooner than he now does, and would equip him better to understand and judge that advice.

California: University of California. At the University of California in Berkeley, the Division of Vocational Education has published a series of studies of the vocational problems of junior workers, designed for secondary school and continuation school use. A student in this division, Mr. W. H. Stone, presented a doctor's thesis in August, 1923, entitled "Personnel Service in Education." The research upon which the thesis was based involved: (1) an investigation into university practices in personnel service, and the securing of opinions of educators upon a scheme proposed for personnel service; and (2) questionnaire and direct study of the experiences and opinions of students.

In the bibliography, under the heading "Personnel Research," will be found reference to a report by Professor J. V. Breitwieser on the use of intelligence tests for entering freshmen.

Placement at Berkeley is in the hands of several offices. The Bureau of Occupations places graduates in positions other than teaching. The appointment secretary places teachers. The dean of men and dean of women take charge of part-time placement of students.

The Bureau of Occupations, with assistance from student organizations, arranges annually a series of vocational meetings. In 1925 these meetings were held on three days in March.

In December, 1921, the committee on student welfare of the Academic Senate proposed that a course be instituted to be called "The University" . . . "whose purpose shall be to acquaint freshmen with the history, government, and ideals of the University, and with the proper use of the facilities which it affords." The proposal was not approved by the Senate.

At the Southern Branch of the University, in Los Angeles, there has been offered since the establishment of the Branch a required course for freshmen covering philosophical orientation and methods of study. Intelligence tests have been given at the Southern Branch since 1920. Members of the Department of Psychology have installed an informal clinical service in mental hygiene. Placement at the Southern Branch is organized for teachers only. Part-time positions are given attention by the dean of women and the Y. M. C. A. The alumni association is

now undertaking to place graduates in occupations other than teaching.

Connecticut: Yale University. Two features at Yale University that are of interest to the student of vocational guidance are the organization of the freshman year as a separate college and the activities of the Bureau of Appointments. Both of these developments have been discussed in Chapter III.

The Bureau of Appointments, with the support of alumni, particularly of the Sheffield Scientific School, has made an effort to establish an intercollegiate placement office in New York City, but as yet without success. Similarly the Bureau of Appointments has urged the provision in Yale University of a bureau of personnel research and service. The president asked a faculty group to investigate this subject and received their informal report in 1923. The Bureau of Appointments coöperates closely with the New York Alumni Club. The club has taken over entirely the placement of alumni, and gives assistance in the placement of each year's graduating class.

The director of the Bureau of Appointments, Mr. A. B. Crawford, considers that the greatest need for psychological research in connection with vocational guidance is to determine what aptitudes can be discovered by psychological methods and the extent to which they are requisite for different vocations. Presuming that the number of aptitudes capable of detection and measurement will be few, and possibly that only the lack of them will be of predictive value, what further bases for guidance may be found by scientific research?

Mr. R. M. Hutchins, secretary of the University, visited a number of colleges in 1923-24, to investigate personnel research, guidance and mental hygiene service. He feels that Yale University has great need of a comprehensive personnel record of every student and alumnus, to supplant the present system under which personal information is kept in the heads of the deans, except for the few phases that get into the alumni records.

Illinois: Joliet Junior College. The Joliet Junior College is administered with the Joliet Township High School, and the system of personnel direction is carried through both. A feature of

the work lies in the faculty advisory committees. In the junior college there is a committee of three whose members advise all students. The committee makes a special study of superior students and offers them encouragement for further study, and information about suitable institutions.

Mr. J. V. Hanna, the personnel director, stands at the center of the personnel activities of the high school and the junior college. He directs the placement service for these institutions and also for the continuation school and the night school. He keeps personnel records for all students, making use of intelligence tests, rating scales, personnel summary cards, and profile cards which he prepares for the use of advisers. He is also available for counseling the students, though most of the counseling is done by the committee of advisers.

The junior college presents a unique problem in vocational guidance. Some enthusiasts feel that vocational guidance is much more effective in such an institution by virtue of its very size and of the tone of intimacy maintained, which is similar to that of a high school. Yet there is lost the contact with upper division students and courses, with professional departments, and the daily familiarity with the problems in those departments. A very definite attention to guidance should be given in the junior college, to offset that loss. Advice should be organized; vocational and educational information should be set before every student. It cannot well be left to "intimacy" or other than a well-organized service.

Illinois: Northwestern University. Since the 1921 study, reported upon in Chapter III, Walter Dill Scott has been made president of Northwestern University. On the basis of his experience as a vocational psychologist, both in the army and in civil life, he established under the direction of Mr. Louis B. Hopkins a centralized personnel service. The Personnel Office is concerned with the development of student morale, with research into personnel questions, and with vocational guidance and placement.

Mr. Hopkins obtains his information about the student from several sources. The blanks on which application is made for

admission to the university cover not only academic facts but also the personal and family situation, vocational experience, interests, and ambitions. The Personnel Office enters information from the application blanks upon its "summary record"; the student is called in for an interview in his freshman year for advice and to supply additional information for the summary record; each semester's grades, student activities, and employment and alumni records are entered.

During the first years of the office, this information was collected chiefly for men students, women being interviewed only when on probation, but since September, 1924, men and women have been given equal attention.

In addition to the use and study of intelligence tests, various research problems have been undertaken. A study was conducted in 1922-23 into the causes and conditions of scholastic delinquency. A study in 1923-24 attempted to detect differences of significance, whether in intellectual attainment, in interests, in origin, or in other respects, among the following three groups of students: (a) those on probation, (b) average students, and (c) superior students. The Personnel Office has studied the history of the liberal arts class of 1923, with regard to the elimination of students (including transfer to other colleges of the university, to other institutions, etc.) and the average scholarship of each eliminated group.

Placement tests are given in mathematics and in English, for the purpose of dividing the beginning classes into sections on the basis of ability.

With regard to securing employment for students and graduates, Mr. Hopkins regards it as his function to make contacts with industry, to advise students, and to collect records both of vocations and of students, but to encourage reference to the heads of the several colleges and departments. He regards the personal contact of the departments with industry as too valuable to be lost to a highly centralized placement office.

The Personnel Office employs an interesting method to establish intimate contact with students activities. Each year Mr. Hopkins offers to a selected student of the graduating class a

position in the Personnel Office for one year. He has found that this employee gives the desired contact with student life, but that if his term be longer than one year the bond weakens.

Mr. Hopkins believes that guidance offered in the freshman year should relate to the curriculum and the college community, and that therefore a class in occupations would be undesirable in that year.

The nearest approach to an orientation course is one of the general or cultural type offered in the Department of Journalism under the title "Contemporary Thought."

In the School of Commerce, the dean calls in the students in the early part of the senior year for individual conferences. His advice relates to the curriculum and to the students' future plans.

The women students for some years have conducted an annual conference on vocations. This year they conferred with the Personnel Office and accepted the suggestion that the conference be changed from an intensive three-day session to a series of weekly meetings lasting about six weeks.

During the first half-year special provision is made for freshman chapel. The freshman men meet separately, their series of meetings being given into the charge of the senior honor society, which acquaints them with campus activities. The freshman women have a series of addresses which serve to acquaint them with the university and, to a small extent, with vocations.

Illinois: University of Chicago. The liberal arts departments of the University of Chicago (Colleges of Arts, Literature, and Science) are approaching the problems of personnel research and guidance with strong interest. Dean E. H. Wilkins is introducing innovations in several directions.

Admission is determined on the basis of an investigation covering scholarship, interests, ambition, experiences, family, and environment. After admission has been approved, the information collected is inspected by the dean who will counsel the new student, enabling him to put their first interview on an intimate plane. There are now about 250 students to each such adviser, but it is the intention of Dean Wilkins to decrease the ratio. After

classes have begun, a summary of the identifying information about each student is typed and sent each of his instructors, to facilitate understanding and acquaintance.

At the beginning of the fall quarter, the freshmen are required to come several days early for purposes of registration, orientation, and examinations, of which some determine placement in the appropriate sections of beginning courses. Dean Wilkins is pleased with the success of freshman week, both with the effectiveness of the program of the administration, and the fact that fraternity rushing is largely completed before classes begin. The writer will discuss "freshman week" in Chapter V.

An initiatory course for freshmen entitled "The Nature of the World and Man," has been introduced as an "invitation course" to which the sixty freshmen of highest scholarship are eligible. This course is based upon the recommendations of committee G of the American Association of University Professors, with which Dean Wilkins is actively identified. It may later develop into a required course for all freshmen. It is also possible that departments may be encouraged to offer invitation courses to specially qualified students in other than the freshman year.

The extension of special privileges to leading students, and the provision of an environment in which leadership may develop, are engaging much attention. Sectioning of classes on the basis of ability is being initiated. Instructors are asked to report to the dean any students who show promise of excellence. Chapel attendance by class is the rule, rather than by sex or college (it being necessary to reduce the group in some fashion); intramural athletics is encouraged; and a coöperating group of faculty and students is at work on certain problems of university policy. Each of these devices is thought to offer a type of relationship in which normal leadership may arise.

The School of Commerce and Administration has used for a number of years admission blanks of the type embodying extensive personal information, and which has now been adopted by the liberal arts departments. The School also employs a form which calls for names of persons to whom letters of inquiry may be sent concerning the candidate. These letters and the similar

ones sent to employers of students announce that their purpose is to facilitate the giving to students of advice and guidance based on individual needs and characteristics.

On matriculating, the student is required to fill out a "personal record" sheet and to supply a brief life-history. Shortly after matriculation, the student is given a standard interview by the dean, in part for the purpose of completing the records and in part for advice.

A new form of "personal estimate" blank was devised in November, 1924 by Professor Arthur W. Kornhauser for obtaining ratings of students by instructors. It combines the features of a questionnaire and a rating scale, and asks the instructor in addition to give the outstanding characteristics of the student and to suggest methods of improvement.

In the freshman year of the School of Commerce and Administration a series of addresses is offered on the subject of business callings. The aim of the lectures is to bring the students to appreciate the job with its relations and possibilities, even the national problem of which it is a phase. It is considered proper to omit a more specific vocational guidance purpose in these lectures, because the whole curriculum of the School is marked by the guidance attitude, including experimental or try-out features under close direction.

Placement in the School is directed by the dean's office. It is interesting to note in the bulletin of the School the caution that the placement service does not guarantee a position.

The Department of Education has an effective placement bureau for all types of educational work. The bureau calls for a rating of students by the instructor at the conclusion of each class, and records the ratings on each student's card in such a manner that the successive ratings of the same instructor are placed together.

Professor L. L. Thurstone has recently joined the faculty of the University of Chicago. Dr. Thurstone is a prominent figure in personnel research. He is active in the research work of the Society for the Promotion of Engineering Education and in the experiment of the American Council on Education in testing college freshmen.

Illinois: University of Illinois. The College of Engineering of the University of Illinois has interested itself in the orientation of its students for many years. The Stanford survey of 1912, reported upon in Chapter II, found that the system outlined below had been well started.

During the first half of the freshman year the engineering students are required to attend a series of weekly meetings on orientation topics. One of the early meetings is given over to the Department of Education for an intelligence test. In the second half-year the students spend nine laboratory periods in their major departments, doing actual engineering work of a simplicity commensurate with their training, to "get the swing" of the work. The dean has found that if the students know in advance the topic of an orientation lecture, those registered in departments to which it does not directly apply will either absent themselves or come with an antipathetic "mental set." Therefore he makes it a practice not to announce the topics.

Personnel records are kept in the dean's office. Of these the "graduate record card" is the most elaborate. It contains the student's photograph, vocational history, and opinions from department heads. Entries are made with regard to: habits, popularity, address, mental caliber, self-reliance, industry, speed, accuracy, reliability, and "by whom best known." Academic records go on a companion card.

The first interviews arranged by the dean are at the end of the eighth week of the freshman year, when the deficiency reports and the results of the intelligence test have been received. On the basis of this combined information he summons the lowest sixth of the class to individual conferences. He asks each such student: Why have you chosen engineering? Have you an alternative objective requiring less rigorous training? Is anything interfering with your studies? From the replies that he gets he is frequently enabled to assist the student to improve his environment or to enter a field more promising for him than engineering.

Placement in the College of Engineering is handled through the dean's office.

In the College of Commerce and Business Administration, a series of orientation lectures is given. These are in charge of one member of the faculty who calls on others for lectures. The advisory system of the college is now in process of reorganization, with vocational guidance as one of the points to be given attention. A placement office has recently been organized. The director interviews students preliminary to placement, and secures ratings by the instructors.

The dean of the College of Letters, Arts, and Sciences expressed interest in the possibility of a survey course for seniors, as contrasted with the initiatory courses for freshmen now spreading in many liberal arts colleges. With regard to an extension of advisory service for vocational purposes, he feels that there are now adequate facilities for such advice as the students are willing to receive. Students do not want or appreciate advice unless they seek it for themselves, to solve a problem that confronts them.

The women students have for some years held an annual series of vocational addresses and conferences. In 1924-25, the meetings were held during three days in November.

Indiana: Purdue University. Fifteen years ago, when Dean A. A. Potter was on the faculty of the Kansas State Agricultural College, he offered orientation lectures for the engineering freshmen. Those lectures have been continued, as will be reported below. When he transferred to Purdue University as dean of engineering, he again established orientation lectures. Recently, with the financial support of employers of Indiana, he has installed a personnel system with a director in charge. Dean Potter was the president for 1924-25 of the Society for the Promotion of Engineering Education, whose study of engineering education is referred to in the latter part of this chapter.

All freshman students in engineering at Purdue University are required to take "General Engineering 1 and 2: first and second semesters; lectures, recitations, solution of problems, inspection trips. The course aims to acquaint the freshman engineering student with engineering problems and to increase his personal efficiency." Dean Potter has personal charge of the class. He lectures weekly to the 600 freshmen. They meet again

each week in sections in a two-hour session in charge of one of the engineering departments, which assigns a practical task within their capacity. For example, the Civil Engineering Department set them to solve certain problems regarding the reconstruction of a bridge, and the Mechanical Engineering Department required them to set up and operate a simple engine that had been dismounted. The try-out idea is kept in mind throughout the course.

The records of the Personnel Office include an intelligence test score, and several character ratings. In the latter part of the freshman year each student is required to fill out a personal record blank, and supply the names of five students, members of the faculty, and a list of persons outside the University, who may be called on for ratings. These ratings are secured and recorded before the opening of the sophomore year, and are known as sophomore ratings. A similar set of ratings, bearing more on the type of position wanted, is secured from persons whose names are submitted at the close of the junior year. These are known as senior ratings. Vocational history and ratings, and results of interviews are also recorded.

The Personnel Office offers counsel to students and assists them to find positions. In the sophomore and senior years, when the above ratings are completed, interviews are held and the student counseled. Special groups such as those on probation are given special assistance. If the employer's report, secured after the graduate has been at work for a year, warrants such action, a letter is sent the graduate with critical advice.

Dean Potter is keenly interested in the discovery and development of superior students. To this end, he sends press notices to the paper in the student's home town when he receives an honor, and at the same time notifies the high school principal and the parent. He advises superior students about further education, and opportunities for life careers in teaching or in research.

Iowa: Cornell College. Cornell College is one of the few liberal arts institutions with a class in occupations. Prior to 1919 a required freshman orientation class was conducted jointly by the departments. However, it gave the impression of a competition

among the departments for major students, and was discontinued in 1919. In 1924-25 the freshman orientation lectures were resumed but under somewhat changed arrangements from the earlier series.

In the summer of 1922, Professor G. R. Tyson of the Department of Psychology was given the mission of collecting material for a class in vocational information. In the following autumn the class was begun, and has been continued since as a required course meeting once a week in the first half of the sophomore year. Miss Alice R. Betts, the dean of women, has met the women's sections for the three years, and Professor Tyson the men's sections for two years, turning them over to Mr. P. G. Cressey for 1924-25. The classes are accompanied by individual interviews scheduled through the half-year.

The dean of women has for several years required all women students to fill out a four-page personal questionnaire; beginning in 1924 the men also filled out this questionnaire. Intelligence tests have been used for freshmen for several years. A rating scale, originally devised to be filled out by faculty members for applicants for teaching positions, has recently been used for applicants for all positions. The dean of women uses a "personnel summary record" which condenses the information about each student.

Beginning in 1924-25, the coach of the freshman football team, who also has duties in connection with the resumed freshman orientation lectures, and with the relations between the College and secondary schools, has been asked to establish sufficient acquaintance with every freshman man to enable him to rate the student on significant character traits.

Iowa: State University of Iowa. Carl E. Seashore, Professor of Psychology and Dean of the Graduate School of the State University of Iowa, is a national figure in vocational guidance and personnel research. His tests of musical ability, and his studies and proposals with regard to the selection of students and the sectioning of classes on the basis of ability are well known. He is a member of the intercollegiate committee on collegiate vocational guidance which has been established by the National Research Council.

The Department of Psychology coöperates with the registrar's office. The office will be described further below. The psychologists study the intelligence of entering students, administer the tests which determine placement in sections of the freshman courses, and carry forward other personnel studies. A report upon the battery of mental and educational tests which the University has required all entering freshmen to take, will be found listed in the bibliography under the classification "Personnel Research." Placement tests are given in the following subjects: English training; English aptitude; mathematics training; mathematics aptitude; French training; foreign language aptitude; chemistry training; chemistry aptitude. Several experiments have been conducted in an effort to find differences in reaction or in interests between students of superior ability and those barely able to remain in college.

The registrar has a particularly strong office. As a sample of the work done, the handling of statistics may be cited. For each individual who registers during the year a card containing significant items is coded and punched for mechanical tabulation. The registrar prepares statistics from these cards to meet all ordinary needs, but when questions come in, requiring information in lines not ordinarily compiled, he makes it a policy to run the cards through the mechanical sorter, and to supply exact information to the inquirer.

The dean of the College of Liberal Arts requires students to fill out the "student information blank," a questionnaire regarding high school success in general and in particular subjects, present difficulties in college studies, reasons for coming to college, vocational experience, vocational objective, and methods of study. This information is supplemented by a "Student Time Chart" on which analysis is made of the activities in which the student engages during a week.

Students in the College of Liberal Arts who are doing unsatisfactory work, are placed under the supervision of the dean of men and the dean of women. Special absence reports and scholarship reports are sent these officers. A committee consisting of these two deans, the dean of the college, and the registrar, meets every

week to discuss individual cases of all types. A strong effort is made to know each threatening case thoroughly, and if possible to notify the parents in advance of disciplinary action. Not only at this point, but throughout the administration, may be found the effort to establish coöperative contacts with parents. For example, following the examination of high school seniors over the state, a number of letters were written parents with reference to the educational prospects of their children.

The College of Liberal Arts also makes strong effort to secure individual contacts with the faculty for all students of superior ability. On the basis of the intelligence tests, the dean constructs a list of students of superior ability, which includes from 10 per cent to 15 per cent of the class. He asks a special group of instructors of at least the rank of associate professor to act as advisers for these students, assigning about five to each adviser, but prescribing no set method of establishing contacts. The lists are submitted to the advisers in September, and the dean writes them again in November, asking a report on (a) the individual students, (b) methods of establishing contacts, and (c) the adviser's opinion of the value of the enterprise. Many different methods are reported, and all the advisers state that the effort is of value.

In the College of Applied Arts (engineering) the principle of sectioning classes on the basis of ability has been practiced for many years. During the freshman year, the students in civil, mechanical, and electrical engineering take the same studies. The class is divided in half for schedule purposes, and each of the halves is divided into thirds on the basis of ability. The process of sectioning is followed in English, mathematics and physics. In the sophomore year, each half is divided into two parts on the basis of ability. In the junior year the sectioning is carried on only in physics. The dean of the College holds that the principle of sectioning is thoroughly successful.

Dean Seashore is engaged in the development of a series of tests to be given high school seniors and engineering freshmen to determine the probability of success in engineering. Several

engineering schools are using the tests in their present form and in other ways coöperating in the effort. One of the graduate students is engaged on a series of case studies of engineers, as a phase of this study.

Kansas: Kansas State Agricultural College. The Kansas State Agricultural College has been carrying on orientation work since 1908, but the Stanford University inquiry of 1912 failed to detect it. Dean A. A. Potter initiated a series of orientation lectures in 1908; he left for Purdue University in 1909 and Dean R. A. Seaton has continued the lectures since that time.

The freshman course is described in the catalogue as:

Engineering Lectures, General Engineering 101: lectures once a week; Dean Seaton, other members of the engineering faculty, and visiting practising engineers; these lectures are designed to acquaint the students who are beginning the study of engineering and architecture with the fundamental principles of their profession and to give them a general survey of the field of engineering.

The meetings are concerned with the purpose of the college, how to study, and with a round of reports upon the engineering departments. Occasionally members of other departments, for example, agriculture, address the students.

In addition a seminar is required of the students in the three upper years, under the continuing title of "General Engineering 105." It meets once a week, and consists of lectures, papers, and discussions. The different departments of engineering and architecture meet separately for most of the sessions but jointly at certain intervals. The freshmen in the departments meet with the departmental seminars once a month, and when the departmental seminars hold a joint meeting the freshmen attend.

Dean F. D. Farrell of the Division of Agriculture conducts a parallel orientation course and seminar for agriculture students. He distributes annually a bulletin, "How to obtain information regarding 450 occupations for which the Kansas State Agricultural College trains men and women."

Both Dean Seaton and Dean Farrell regard the orientation classes as designed to impress the student with the immensity, the diversity, and the opportunity for rendering service in the

field of engineering (or agriculture). They feel that the solution of individual problems is a lesser aspect of the course, that within either of these great groups there are opportunities for the most dissimilar individuals.

Kansas: University of Kansas. The "Division of Vocations" of the University of Kansas is as yet no more than a committee of the faculty. Yet the nature of its organization is such that if given the funds it could become a personnel service and research bureau. The Division has suggested a budget to the administration, though favorable action has not yet been taken.

The accomplishments of the Division of Vocations to date are found chiefly in a series of mimeographed descriptions of vocations, prepared by members of the faculty. These are distributed through the office of the dean of men, who is chairman of the Division, the office of the dean of women, and the departments where students who may be interested in the particular occupations are found. These vocational descriptions will be found listed in the bibliography under the classification "Orientation Publications."

In the Engineering School, a series of engineering lectures, "Industrial Engineering 1," has been required of freshmen for a number of years. It extends through the first semester, involves no assigned work, and gives no academic credit. This course of lectures has been continued for certain curricula, but beginning with the year 1923-24 the civil, mechanical, and electrical engineers have been required to take a more extended course.

The new course, "Industrial Engineering 2," is given in the first semester of the freshman year. The semester is divided into three six-weeks periods. One third of the class begins under the civil engineering department, one third under mechanical engineering, and the remaining third under electrical engineering; the sections change departments each six weeks. Each of these divisions is sub-divided into thirds to make smaller groups. During the year 1923-24, two of the instructors followed textbooks in "engineering problems," but in 1924-25 no textbooks were in use.

The instructors assign problems involving inspection and criticism of engineering enterprises; they make particular effort to bring the students to understand what they see and hear, to take notes and use them, and to appreciate the importance of English, mathematics, and physics. The Physics Department has reported that the class which first went through Industrial Engineering 2 came to their department with a better will and did better work than any predecessor. Professor F. E. Johnson, who is in charge of the course, has found that the grades in the course correlate highly with general scholarship, but not so highly with the intelligence rating.

The Engineering School is coöperating with the Society for the Promotion of Engineering Education in its study of engineering education. When the writer called, in December, 1924, replies were being received from a vocational questionnaire mailed to alumni.

Massachusetts: Harvard University. The most important new development at Harvard University since the report for 1920-21 given in Chapter III, is the Committee on Choice of Vocations. The annual report (mimeographed) of October 20, 1924 gives the history of the committee. During the academic year 1922-23 a committee of the Harvard Union had arranged a series of addresses to help students in choosing a career. In April, 1923 the dean of the college had sent a questionnaire to the seniors asking their vocational objectives. The response to these enterprises was very encouraging in extent, and both showed the students to be in need of vocational counsel. Therefore, with the approval of the president, and with financial support from interested alumni, the Committee on Choice of Vocations was established in the fall of 1923. It will be noted that this committee is functioning for Harvard College (liberal arts) only; its membership includes faculty and alumni. Its work for the first year, 1923-24, was carried out on the following lines:

(1) Information about individual students. A vocational questionnaire very similar to the one of April, 1923 was sent to the seniors in December, 1923. About 90 per cent of them re-

plied. The responses were filed according to vocational choice, with cross references for second and third choices. This made consultation easy when prospective employers made inquiries. For statistical purposes and to complete its records, the committee sent a second questionnaire in May to the students who had not indicated a definite choice in December, and 50 per cent of these were answered. Furthermore, members of the class of 1927 indicated vocational preference on admission, and these are recorded in the committee's files.

(2) Individual conferences. The committee was convinced because of the experience of 1922-23 that the best method of approaching the solution of the individual's difficulties was through personal conference rather than talks to large groups. But the committee was not certain who should hold these personal conferences. During the first year the conferences were held with persons from outside the college, usually prospective employers, whose hours for consulting students were published in the "Crimson" (the student paper), and announced by personal note to students whose interests were listed in the field. In this fashion 101 individual conferences were held during the year, including 9 with graduate students and 22 with underclassmen. So far as possible the secretary followed up the cases of students whose questionnaires showed specific problems. He usually attempted merely to define the problem and then refer the student to a suitable adviser. In this way he reached some 60 men.

The committee has called upon graduates when necessary for consultations, and has found them glad to coöperate.

(3) Four vocational addresses were given during the year.

(4) Vocational books were collected on a reserve shelf in the library, but the committee feels the need of a reliable bibliography.

The committee has found that the Appointments Office maintained by the alumni in Boston has not been able to render as much service to the students graduating as is desirable, probably because the bureau is not directly on the university grounds.

The committee has coöperated with the editors of the "Crimson," in the publication of a series of vocational articles. This

paper has a tradition of interest in guidance, as will be found from reference to the discussion of Harvard University in Chapter III.

As for activities other than those of the committee, the writer found little new that was more than a development of movements already reported on for 1920-21. The Graduate School of Business Administration has continued its complete program of individual analysis, before and after admission, and of counsel on a definitely organized plan. The entire catalogue of the School and the annual report to the president, year after year, are of interest from the point of view of guidance. The Phillips Brooks House associations continue their services. The Bureau of Vocational Guidance continues its teacher-training and research functions, rendering services to the vocational guidance movement over the country. Its most important recent extension is to be found in the assumption of the publication of the "Vocational Guidance Magazine," the organ of the national association. In June, 1925, the Bureau of Vocational Guidance recommended to the Graduate School of Education the approval of four doctors' theses relating to college guidance. The first was by Mabelle B. Blake, *Guidance for College Women*, the second by Henry J. Doermann, *The Orientation of College Freshmen*, the third by William T. Hodges, *Student Accounting in Six Virginia Colleges*, and the fourth was the present study.

Michigan: College of the City of Detroit. The College of the City of Detroit is in the process of changing from a junior college to a four-year institution. It has some administrative arrangements in common with the high schools of the city; in particular it shares its building with a high school, and the director of the "Vocational and Placement Bureau" devotes part time to the high schools.

Attention is called to the bibliographic entry under the classification "Guidance Reports," referring to the publication in the "Announcement of Courses" (a) of the intention of the college to take advantage of the opportunities for industrial contacts in the city of Detroit, and (b) of the description of the "Vocational and Placement Bureau." This bureau is organized to "assist students in the choice of a vocation"; it has a collection of books

and pamphlets on the vocations, and keeps a current file of information on Detroit opportunities; it coöperates for placement purposes, particularly for part-time positions, with the employment bureau of the city board of education.

Mr. R. B. Cunliffe, director of the bureau, conducts two classes in occupations, one each semester. When students come to him casually for advice, he encourages them to enroll in the first of the two classes in occupations, first, because of a realization that vocational guidance requires the contribution by the student of continued and systematic thought, and second, so that these individuals may have the benefit of the program of testing and the organized information presented in the class.

The two classes are elective; each meets once a week and carries one hour credit. The first class is devoted to a study and application of the psychological methods of studying an individual, in which the Department of Psychology coöperates, to a survey of occupational fields, and to a discussion of the more important vocational problems. The second course is given entirely to a study of occupations. Ordinarily the first course is considered prerequisite to the second.

The bureau has published a series of vocational leaflets, the first of which appeared in November, 1924. These are intended for student and faculty consumption, and include articles on placement methods in colleges, descriptions of vocations, reading lists, and lists of recent additions to the bureau files. The January, 1925, issue contains an outline of the two classes in occupations, particularly "Vocational Guidance I," listing the tests employed, the scales and analysis blanks used, and the discussion topics considered in the class. The texts listed are the bulletin on vocational information published by the Stanford University committee on vocational guidance, and *How to Study*, by Arthur W. Kornhauser (the University of Chicago Press).

Michigan: University of Michigan. The writer visited the University of Michigan just after November 24, 1924, on which date the Academic Senate had passed and referred to the regents a report of the Committee on Vocational Guidance and Placement, recommending:

- (1) A standing faculty committee on vocational counsel and placement, with representatives from each college and school.
- (2) That the committee have the services of an executive officer and an adequate subordinate staff, the executive officer to give not less than one half of his time to the work of the committee.
- (3) That the regents of the University be requested to grant financial support for a trial period of not less than four years.

Reference was made in the report to a study made under the committee's direction in 1923-24 by W. L. Harris, which showed that about 40 per cent of the freshmen in liberal arts had entered with no definite vocational objective, and that another 30 per cent had made choices with quite meager knowledge of opportunities and requirements. Of the seniors, 10 per cent were still undecided and 29 per cent had changed their objective since they were freshmen.

Activities recommended for the proposed committee were:

- (1) Research, vocational and personal.
- (2) Counseling students, including arranging interviews with experts when needed, and recommending suitable reading.
- (3) Placement for students from departments not already providing this service, and coördination of all placement.
- (4) Follow-up or supervision of working graduates, with further counseling when needed.

On the same day, namely November 24, 1924, S. A. Courtis submitted to the faculty of the School of Education an independent suggestion concerning the selection, guidance, and placement of students in that School. He suggested that the dean appoint a standing committee to collect, file, and distribute to faculty members vital information about students taking courses in education, with the experimental purpose of determining whether such information could be used effectively for purposes of selection, standardization, guidance, sectioning, marking, and placement. He proposed a small financial provision for student assistance, tests, and supplies. Should the experiment prove

fruitful, it should eventuate in a service department with staff and budget. His report marshals the reasons for the proposal, suggests the type of information to be obtained, and suggests a program.

The doctor's thesis of Walter L. Harris, referred to by the faculty Committee on Vocational Guidance and Placement, was accepted by the School of Education in 1924. Aside from a brief discussion of the general problem of vocational guidance, and of what was being done by colleges over the country, and a general bibliography, the thesis is devoted to a study of the freshmen and seniors, their vocational objectives and experiences, to the facilities to be found in the University of Michigan for guidance and placement, and to recommendations to the University. As reported above, the faculty Committee on Vocational Guidance and Placement helped direct Mr. Harris's study and based its recommendations in part on his study.

In the engineering colleges, Dean M. E. Cooley is continuing during the freshman year the system of mentors and assemblies which he reported to Stanford in 1912. (Description of the system may be found in Chapter II.) At the end of the freshman year the students elect the engineering college they will enter.

The dean of women not only endeavors to counsel individual students but arranges vocational meetings. During 1923-24 the earlier system of an intensive series of meetings was abandoned, and they were arranged in a weekly series for six weeks. The assistant dean of women stated that since the appointment office for teachers is well organized, and there is no placement service for any other vocation, it is very hard to describe other vocations in such a manner that they can compete in interest with teaching.

In the newly organized School of Business Administration a great deal of attention is given to personnel work. Dean E. E. Day brought to the School a familiarity with the personnel program of the Graduate School of Business Administration of Harvard University. Mr. C. S. Yoakum, who has direct charge of the personnel work of the School, came from Carnegie Institute of Technology, where he was director of the Bureau of Personnel

Research. He is an editor of the "Journal of Personnel Research," and is conducting an investigation of personality traits with the support of the National Research Council.

Mr. Yoakum uses the following forms for personnel work in the School: (1) an intelligence test; (2) an extensive personal record booklet which is a questionnaire inquiring into identification, history, interests, self-analysis; (3) an equally extensive booklet for the instructor's report and rating on the student; (4) a mental hygiene question blank; and (5) a record card which has provision for a number of personnel entries as well as the academic history.

Minnesota: University of Minnesota. In 1922, President L. D. Coffman of the University of Minnesota and Dr. L. B. Wilson of the Mayo Foundation conferred over the fact that many students were selecting medicine who ought to be advised not to select it. Following the conference, President Coffman appointed a special committee of faculty members on educational guidance.

In August, 1923, this committee presented a report which the University published. In the general or introductory portion of the report (p. 14), the committee urged research into the field of individual differences of vocational significance. It proposed that the students be given information regarding vocations and regarding their own abilities, fundamental interests, and probable future achievements. Recognizing that in the present state of knowledge such service must be limited in its effectiveness, the committee nevertheless asserted that there were elements of technical procedure already developed, such as standardized testing, interest analysis, and "personnel interviewing," which could be of immediate and real use, and that further research would extend the range of usefulness of such devices. The committee called attention to the problem of the large proportion (a majority in nearly all departments) of students who are eliminated before the completion of the course, and to the possible advisability of providing short unit courses to give such persons not merely general or foundation studies leading toward something they will never complete, but a real vocational preparation. The decision whether the university, or the state through

some other channel, has an obligation to this type of student, the committee held to be of great moment. In this connection (p. 19) the committee suggested criteria by which a vocation might be judged, to determine whether preparation for it should be included in the short courses suggested. It called attention to the fact that provision had already been made for elementary school teachers, certain dental workers, pharmacists, and others. The recommendations of the committee included an educational guidance bulletin, extension of the orientation course to include vocational information, and improved means for personal advice to students. It offered detailed suggestions regarding the guidance bulletin; it recognized the orientation courses that had been begun in liberal arts, engineering, and agriculture, but suggested an all-university course with provisions for shifting of major field or college following the course; it called for the organization of the advisers especially in the first two years, and for their professional approach to their duty. It recommended the provision of a committee on educational research, without administrative functions, but to discover, encourage, and assist such research, in particular the marking system and the elimination of students. The committee recommended the compilation of a "personnel record" for each student, to be available for personnel research. A suitable item for immediate study would be the vocational history of graduates of the University. Proper publicity, at least among the faculty, should be provided for these enterprises. In recognition of the interest of the Mayo Foundation, the committee proposed a joint conference with that organization and with high school principals on the question of the proper guidance of students. Attached to the report were articles by members of the faculty relating to guidance and research, and a bibliography.

The orientation course in the College of Science, Literature, and the Arts has been referred to above in the discussion of the committee report. It extends for the first two quarters of the freshman year, and is designed to orient the student in the world of nature, of man, and of organized society; to arouse in him a consciousness of his relationships and realization of his responsibilities.

Dean J. B. Johnston is actively at the helm of the personnel activities in the College. He personally devotes much time to the study of the student who has shown promise of doing well in the university but who has failed to live up to the promise. He is endeavoring to evaluate the high school record and the intelligence test to determine whether some of those who will later be eliminated may not be discovered at entrance. He coöperates with the group of special advisers which will be discussed below.

Matriculants are required to take an intelligence test. A page has been inserted in the test booklet, called the "Personal History Information Section." Here the student answers a number of questions as to his identity, interests, the education and interests of his family, his experiences, his educational and vocational plans. As was recommended by the Committee on Educational Guidance in 1923, this information becomes available for personnel research. In particular the group of special advisers makes use of the record.

The special advisers were also recommended by the Committee on Educational Guidance. Dean Johnston appointed for 1923-24 an experimental group of three under the chairmanship of Professor D. G. Paterson, and charged it with consideration of three groups of students: those unsatisfactory in scholarship (on probation), the superior, and the students who show high promise at entrance but low achievement in the university. For 1924-25 the group has been enlarged to thirteen, and is actively undertaking the advising of these three types of students, as will be described below. The group is still regarded as experimental, as definition of duties and policies of time allowance, salary, clerical staff, and authority are not yet settled.

The advisers begin their records of a student by transcribing from the intelligence test booklet the sheet called "Personal History Information Section," to one of the inner pages of a manila folder; a second page of this folder is prepared to receive the college record of activities and employment, together with space for subsequent record; and one of the outer pages is ruled for a record of scholarship, tests, and disciplinary action.

The activities of the group of special advisers during the autumn of 1924 will indicate the nature of its work. At the time of the writer's visit it had held six conferences at two-weeks intervals. At the first conference it determined on organization:

- (1) That the group meet regularly as a committee.
- (2) That it endeavor to master the technique of studying students.
- (3) That three sub-committees be organized: on gifted students, on students of high ability and low accomplishment, and on students on probation.
- (4) That the entire committee act as registration advisers for these three groups during the freshman and sophomore years.
- (5) That in each case the adviser study the student's time distribution, and help him budget his time; help him with regard to methods of study; find whether he has a vocational aim, how he arrived at it, whether it is in harmony with his family situation, his intellect, and the course of study he has entered; if he has no vocational aim, help him to one; make, at a reasonably early date, a summary of his identity and problems according to an agreed outline; keep the record up to date.

The second meeting was devoted to the technique of the interview. Two students on probation were assigned each adviser to interview before the third meeting, which was devoted to a discussion of the interviews that had been held, and the problems they had raised. At the fourth meeting the head of the Department of Sociology gave an address on case-work. The fifth session, which lasted four hours, was given over to a series of 15-minute interviews by the advisers, scattered into separate rooms, with 100 new probationers. The sixth meeting was addressed by the head of the Woman's Occupational Bureau of Minneapolis on vocational guidance problems among college students. The seventh meeting was to be devoted to consideration of the students of superior capacity whose grades had fallen below the expected level.

Professor Paterson stated that he expected the committee to be continued and the technique of handling students as social cases to improve. The group of advisers will probably study and serve only selected groups of freshmen and sophomores, in particular, students of high promise and low achievement.

Independently of the group of advisers, Professor Paterson is conducting a study of the efficacy of the rating scale. He asks the teachers in certain nearby high schools to rate the students who enter the university, and compares the ratings with the high school and college record in an attempt to fix their value.

The Student Health Department has the service of a psychiatrist, Dr. A. W. Morrison, whose report on the mental hygiene service may be found in the "Journal of the American Medical Association" (November 22, 1924). Entering freshmen are required to answer a simple questionnaire designed to reveal their need for consultation, and approximately 25 per cent of them are later called in. Additional cases are referred to Dr. Morrison by deans and by the group of special advisers; a few come voluntarily. Many of these students have no serious mental or nervous problem, but to a number of them the conference is definitely helpful, and a few return for further conference or treatment.

Dr. Morrison feels that his greatest need is for a psychiatric social worker. He does not approve of a required class in mental hygiene, as he considers this a field where a little knowledge is a particularly dangerous thing. Moreover, the abnormal cases, and also those within normality who need assistance, differ radically in type; help for one would be harmful to the other. He prefers to have the faculty advisers increase their friendly contacts with students and assist them through their troubles, referring to the psychiatrist any extreme cases, this procedure to be supplemented by conferences between the psychiatrist and the advisers, in which he may point out to them the principles of mental hygiene and help them with individual cases. The reader is invited to compare Dr. Morrison's service and recommendations with the mental hygiene service at Brown University (R. I.), reported below.

The dean of student affairs has built up a group of vocational consultants largely through Rotary Club relations. When a student comes to him with vocational problems, he refers him to one of these consultants, either in the "Twin Cities" or in the student's home community. He has also encouraged the Rotary Club groups to establish contact with students who come to the university from their vicinities, independently of any known need for vocational advice.

The men's student government association developed before 1917 a system of senior student advisers for freshmen. This broke up during the war but is now being revived. The women's student government association has a similar system of senior advisers. A member of the women's "cabinet," who is delegated to give attention to vocational guidance, selects a committee of students to help her. The committee takes care of the vocational collection in the library and arranges vocational lectures, after having consulted with the dean of women and frequently with the head of the Woman's Occupational Bureau of Minneapolis. In the past these vocational conferences were arranged in an intensive series, but in 1924-25 they were given singly through the year. The committee also assists in other vocational enterprises, such as the Women's Activities Exhibit in Minneapolis, a display of what women workers in the "twin cities" are doing.

The Woman's Occupational Bureau of Minneapolis, mentioned above, is not directly connected with the University, but has had such connection in the past and continues to aid the women students. For a time the head of the bureau was paid for her services as adviser to the women students, and kept regular hours on the campus one afternoon a week. The student committee on vocations helped to interest students in securing her advice; it consulted her about the various phases of its program; and it co-operated with her, as has been mentioned above, in the Women's Activities Exhibit and in similar efforts to interest women in vocational questions.

The Engineering School gave an orientation course in about 1918, with visits and required papers, for which it allowed credit. The instructors found the correction of the papers a heavy bur-

den on top of regular teaching schedules, and that they were unable adequately to answer questions when their parties passed through shops with which they were not familiar. After the course had been discontinued for several years, one of a different nature was introduced, and is still being given. The present course is required of all freshmen, meets once a week, but has no assigned work or visits, and no credit is allowed. It is conducted on the lecture method, with much use of illustrative material. The object of the early fall meetings is orientation in the university: an educational psychologist speaks on how to study; the health service gives a lecture on what to do when sick; the athletic director tells of the value of exercise and athletics; a student speaks on honesty; and tests are given in accordance with the experimental program of the Society for the Promotion of Engineering Education. The later meetings deal with engineering topics.

In mechanical engineering, an elective seminar is given in the junior year and a required one in the senior year (90 and 190). These meet once a week and involve the presentation of synopses from current engineering publications.

Dean O. M. Leland is preparing a manual for the vocational guidance of prospective engineering students in the Minnesota high schools. It will cover an outline of the field of engineering and a description of the kinds of students who can succeed in passing the engineering course and in becoming good engineers. Under the second head, many writers have sketched one particular type of person who could make an engineer, in spite of the fact that engineers are of many different types. Dean Leland plans to show that different sorts of engineers are needed and can succeed.

New York: Columbia University. Admission to Columbia College (of Columbia University) is determined on the basis of an investigation into a number of aspects of the applicant's character and preparation. When he has been certified as eligible, he presents himself for entrance examinations, or at least for the intelligence test. On the basis of the completed record, decision is made as to his acceptance. The director of admissions, in

order to keep a check on the soundness of his decisions, makes a prognosis of the quality of scholarship that may be expected of each entrant, and each year computes the correlation between this estimate and actual achievement. The prognosis, together with a summary of the high school record and the intelligence rating, is given the student's adviser, and determines the number of units the student may carry in his program of studies.

Prognosis of success in professional studies is made by the advisers of the pre-professional students when they pass into the professional schools. Dean H. E. Hawkes of Columbia College considers the prophecy at that time to be "as good as human ingenuity can devise" and highly reliable. In fact the year-by-year reliability of these two sets of prognoses has convinced the administration that it may rely upon them even in cases where the elimination of a student is in question.

As indicated above, admission to Columbia College may be by entrance examination or on the basis of the high school record, supplemented by the intelligence test. All matriculants take the intelligence test, whether for admission or for record. The intelligence rating is the basis for sectioning the class in "contemporary civilization," and each instructor in contemporary civilization acts as adviser for the students in his section. A similar practice is followed in the School of Engineering of the University of Wisconsin, where the freshmen are assigned to their drawing instructors as advisers, because of the intimacy of contact established in that course. Also in the Department of English of Stanford University in 1912, as reported in Chapter II, instructors in composition acted as advisers to the students in their sections.

The course in contemporary civilization at Columbia University has received much attention from university administrators. A corps of instructors under the chairmanship of Professor John J. Coss is putting constructive effort to the building of the course, and has revised the syllabus several times. The writer feels that he can add little to the critical study of classes of this type conducted by Committee G of the American Association of University Professors, and the study by Mr. Henry J. Doermann of the Harvard University Graduate School of Education.

At Columbia University, placement examinations in college subjects are set the entering freshman. In 1925 these examinations were to be administered and graded before registration, and the grades earned recorded on the summary card sent the student's adviser. In French, the placement test takes precedence over the high school record in assigning the student to a beginning or an advanced class. In English, the best go into the second half-year class, the lowest are required to take a course without credit, and those between are assigned to graded sections of freshman English. The use of the intelligence rating for placement in contemporary civilization has been referred to above. In one year the lower sections were assigned to the higher ranking instructors and the higher sections to younger men; in the next year the assignments were reversed; in each case the progress made in the better sections was such that at least half of the lowest section failed in the objective examination assigned all sections, whereas a very small number of the best section failed.

Dean Hawkes is chairman of the Intercollegiate Committee on Vocational Guidance, established by the National Research Council, which will be discussed later in this chapter.

Attached to Dean Hawkes's office is that of Ben D. Wood, professor of collegiate research, best known perhaps for his publications on the objective type of examination. Professor Wood's duties involve coöperation with the director of admissions, and administrative research of many kinds. It is his opinion that there is a great need for a continuous, reliable personnel record through school and college. The record should consist almost exclusively of objective measurements, and possibly these measurements should be nationally standardized. In fact, presuming that many schools might be slow to adopt the use of such standards, central offices in the metropolitan areas might be set up, where pupils could report periodically for measurement and record. As rapidly as possible, Professor Wood would like to see universities and colleges call for such records at admission, utilize them in administration, and add to them during the college period.

However, proper use of personnel information, though in-

valuable, is time-consuming. Professor Wood feels that one fourth of the budget now expended on teaching could profitably be diverted to personnel work, that the investment of the 25 per cent in this work would so improve the classification and motivation of students, and the examinations and teaching devices, that the remaining 75 per cent expended upon instruction would be much more effective than is the 100 per cent now expended upon improperly graded and motivated classes.

Mr. N. D. McKnight, secretary of appointments, has charge of part-time and full-time appointments. The history of his office is marked by a decline during the war and post-war periods. He was appointed in 1923, and with the guidance of Dean Hawkes has restored the effectiveness of the service.

The Appointments Office makes notation of the average grades for each semester, of the intelligence test rating, and of a special estimate from the Office of Admissions, based upon the careful personal investigation made there, which indicates the amount of self-support that will probably prove necessary for the individual. The dean's office sends additional information in subsequent years as he learns of conditions affecting the student's need of self-support.

Mr. McKnight has found that the students who wish part-time positions during residence make up the bulk of those who call on the office for placement at graduation. He is therefore consolidating his records for the two types of service.

In April, 1924, Mr. McKnight sent invitations to the seniors to call on him for advice. Some 200 responded. He discussed their problems with them, gave them such help as he could, and made notes of the contacts he needed to establish and of the type of information he needed to collect in order to improve his service to the 1925 class.

The relations with the students in law have been organized in an unusual fashion. The alumni association of the Law School elects an appointments clerk. He circularizes the alumni asking the names of those who wish positions and those who have vacancies. With Mr. McKnight's collaboration this information is organized. The senior class appoints a committee of five on ap-

pointments. They circularize the seniors, to determine the type of position wanted and the individual qualifications. They meet every two weeks with Mr. McKnight, beginning in November, to match up applications with vacancies. Applications for positions to other than alumni are also made, though not organized in the same way. In 1924 the entire class was placed before June.

In Barnard College, each freshman fills out a "record of freshman interest," which is a questionnaire of simple nature. Miss Katherine Doty, assistant to the dean, and in charge of the Occupation Bureau, prints in the catalogue and other publications an invitation to the students to call on her for advice as well as for placement. To the sophomores at the time of choice of major department, and to the seniors, she sends special invitations. Each year about half of the students in the College call on her, including probably three fourths of the seniors. Miss Doty supplies vocational articles to the student paper on request. Addresses to the student body have not proved successful, because they have had to be scheduled at inconvenient hours and could not compete with the interests of the city. Conferences on occupations are held occasionally.

Miss Doty's records cover the freshman blank referred to, reports of interviews, and class grades. She collects the alumnae records for the quinquennial catalogue, using a personal information questionnaire which includes a vocational history.

Miss Doty handles placement, both part-time and permanent. She does this directly, without intermediate reference to the department except in technical cases. Graduate students and those in professional schools usually report to Mr. McKnight for placement. Those who have taken courses in Teachers College are placed by the Bureau of Educational Service.

Professor R. J. Leonard, director of the School of Education of Teachers College, stated that instructors in Teachers College above the rank of assistant professor are given a light teaching load, which leaves them free to partake in outside activities and to counsel students. The College is now studying the different fields in education for which the students prepare. These objec-

tives have been tentatively organized under 35 heads, and each has a faculty committee appointed to study it.

The Bureau of Educational Service offers placement and counsel to students and also coördinates the research and service enterprises of the college among outside school systems.

The work of E. L. Thorndike and associates of the staff of Teachers College in vocational and educational psychology is known to all interested in this topic.

New York: New York University. In the New York University School of Commerce, Accounts, and Finance, on Washington Square, Professor N. L. Hoopingarner gives a course in "Personal Management"

designed to assist the student in organizing himself and his efforts to best advantage, both as a student and as a business man. The principles of psychology are brought to bear in a concrete and practical way on the individual's own personal problems. The importance of personal qualities as a factor in any position is recognized. Through an evaluation of his natural abilities, traits, capacities, and experience, each student will be directed in developing and applying his personal qualities and in adjusting himself to the type of work for which he is best fitted.

This course is not required, but additional sections are planned for next year and the committee on admissions will recommend enrollment in the class to those students who will most benefit from it.

A similar class is offered in Washington Square College under the Department of Psychology. It is called "Personal Development":

an application of the principles of psychology to the development and organization of the student's own mental capacities. Among other topics attention is given to ways in which improvement may be effected in observation, concentration, memory, imagination, thinking, reading, and studying.

On University Heights orientation lectures are given every two weeks during the first semester of the freshman year. Mr. T. A. Distler, who directs these lectures, characterizes them as "pep" lectures. The engineering freshmen also attend

Engineering 10, Principles and Practices of Engineering: . . . fundamental requirements of the engineering profession; . . . study of the basic and essential industries and their products through the use of motion pictures and special lectures.

In the second half of the senior year in civil engineering a required course is listed in the nature of an engineering forum. A number of engineering students are following the part-time co-operative plan, in which definite provision is made for coöordination conferences, "covering their work in industry and its relation to their college work." The members of the engineering faculty are coöperating with the Society for the Promotion of Engineering Education in its research; the writer had the privilege of attending a session at which freshman students were rated.

Mr. F. W. Lawson, director of the Bureau of Employment, Washington Square, sent a questionnaire to colleges and universities in July, 1924, asking what was being done in guidance, personnel research, and placement.

Rhode Island: Brown University. The committee on educational advice and direction is a feature of the guidance program at Brown University. The members of this committee act as advisers for all undergraduate students. In "freshman week" each student is given a half-hour appointment with a member of the committee who has been selected in accordance with the student's interest. The adviser meets him a second time in April to arrange his sophomore program. In the spring of the sophomore year the third and final required conference is held, to consider the program for the junior and senior years. Other interviews may be held at the initiative of the student.

To enable it to discharge its advisory functions, the committee has developed a system of personnel records. It keeps three cards on file. "Personnel Card 1" is filled out by the student at the time of matriculation, and gives identification, interests, and purposes. There is space on this card for medical examination grade and adviser's comments on the student's previous study habits. "Personnel Card 2" contains the academic record summarized according to grades earned. It contains abbreviated entries regarding entrance credentials both from secondary schools and from other colleges. It also contains the intelligence test score and percentile rank. The remainder of the card is devoted to the adviser's record of the student based upon inter-

views. The third card which the committee keeps is a replica of the record card in the registrar's office. The committee also has access to the character rating supplied by the principal of the secondary school.

The evolution of these personnel forms has been upon the basis of statistical studies of the effectiveness of each detail. It is of particular interest to note that this research has resulted in the elimination of the rating scale.

Some of the research of the committee has been published. There is in addition a great deal of material which has been worked up for local use, for example, a series of charts showing the vocational choices of students during their successive years of attendance.

Freshman week, which has been referred to above, includes, besides the requirements of registration, the following features: the Brown Intelligence Test, a test in English for placement in sections of the freshman English class, a medical examination, interview with adviser as described above, and orientation lectures which are continued into the semester on a weekly schedule.

After the results of the Brown Intelligence Test have been recorded, the students who rank in the lowest fifth are summoned for a Thorndike Intelligence Test as an additional check.

The Department of Mathematics does not give a placement test in freshman week since it prefers to continue the practice it has followed for the past fifteen years of sectioning its freshman classes on the basis of the first ten days' work and a test covering that work.

In connection with the orientation lectures, the librarian speaks on the use of the library, and divides the students into small squads, which he escorts through the library so that they may see its facilities.

In September, 1924, fraternity rushing did not occur during freshman week, but was postponed until the second week. Beginning with 1925-26, rushing will be postponed still further, as the fraternities have agreed not to engage in such activities before January. The writer calls attention to this fact since he believes,

as will be explained in Chapter V, that too great social activity during freshman week may interfere seriously with the primary objectives.

The placement service is not centralized. Part-time positions are secured through the assistance of the Christian Association. Teachers are placed through the Department of Education. Other full-time placement for men students is in the hands of the executive secretary of the University, Mr. T. B. Appleget. He has built up a list of nearly a thousand coöperating employers, whom he circularizes each year, sending a descriptive list of all men registered with the office. A novel feature of the description is the inclusion of the individual's decile rank in the class both in intelligence and in scholarship average. The value of these two measurements for comparative purposes, together with their simplicity, is obvious. The introductory note cautions the employers that no man should be judged on these bases alone.

In 1921, Mr. Appleget organized a series of "intention" lectures given by employers and men in vocations, and designed to bring employers and students of the junior and senior classes together, and to give the students assistance in reaching vocational decisions. It was found difficult to maintain a satisfactory attendance and the impressions given students were so colored by the personalities of the speakers that the total effect of the series upon the students was considered questionable in value.

The mental hygiene service at Brown University is developing in a very interesting fashion. The director of the University Medical Service which has been established this year has not determined whether to recommend that mental hygiene be attached to the medical service or separate. The two psychiatric consultants, Dr. A. H. Ruggles and Dr. C. A. McDonald, have served the University since September, 1922. They found that the number of cases increased in 1923-24 to a point where they were unable to handle them adequately in the limited time they could give. Accordingly, for 1924-25, they asked Professor A. H. Jones of the Department of Philosophy to do what he could to serve the students, sending them only the cases that he was unable to handle.

The contribution that Professor Jones is making may be divided into class instruction and personal conferences. Three introductory courses in philosophy are presented from (a) the personal problem approach, (b) the psychological approach, and (c) the historical approach. The class listed under (a) is given in the first half-year. Professor Jones assigns four books on personal objectives and problems, including mental problems. The students are asked to make their comments on this reading in the nature of general personal reactions. Frequently the papers reveal personal problems. Professor Jones interviews students with such problems and others who come to him voluntarily or are sent by the health officers or the deans. In each case he searches for the underlying force or conflict which is disturbing the student, but of which he may be unconscious. When Professor Jones has diagnosed the case to the best of his ability, he endeavors to advise the student, unless the seriousness of the case or his inability to get results warrants reference to one of the psychiatrists.

Dr. W. R. Burwell, dean of freshmen, in his annual report to the president for 1923-24, states that in his opinion the students who have done unsatisfactory work are in the larger number of cases not lacking in innate ability, but their failure may rather be attributed to lack of effort while at preparatory school or at college. He states that there is need for the stimulation of such students to a realization of their situation and to effective activity. In another portion of his annual report he recommends the inclusion of an orientation course of the type which the writer classifies in Chapter V as "cultural."

In the Women's College, a vocational secretary was appointed in November, 1924, for guidance and placement. She has made an effort to reach all seniors and sophomores by questionnaires inquiring into vocational intentions, desire for placement, and in the case of the sophomores, probable selection of courses for the two final years. These questionnaires have been followed by individual interviews. It is her plan to improve the questionnaires and to extend them to all four classes. During 1924-25, ten vocational lectures have been held.

Texas: College of Industrial Arts. Vocational guidance at the College of Industrial Arts, Denton, Texas, centers in the person of Miss Jessie H. Humphries, associate dean of the College, professor of social economy, and vocational counselor. Hers is a non-technical kind of guidance, which contains little of experimental vocational psychology with its trade tests, special abilities tests, job analyses, and rating scales. Her guidance might be classified as of the maternal type. She receives the girls from small towns and rural communities and tells them of the vocational world into which they may step. The College offers liberal arts training and approximately thirty vocational courses, not all leading to a degree. If a girl has a vocational objective not served by any of the thirty curricula, Miss Humphries is authorized to construct a suitable program for her, arranging studies as may seem wise, and issuing to her on completion a "vocational certificate." Her privilege does not of course extend to any alteration in requirements for the degree.

In Chapter III a report was given upon the College of Industrial Arts for 1920-21. This outlined the sophomore class in vocations for women, and the other services of the college. The vocational conferences referred to include one address each quarter to the freshmen, and three in the fall quarter to the student body.

It is stated above that the service is non-technical. This should not be understood to mean that it is unsound or unscientific. Miss Humphries has been active in collecting information regarding vocations and educational institutions. The reading list for her class shows a wide familiarity with the literature of vocational information. She maintains connections with the Bureau of Vocational Information of New York. In 1919-20 she conducted a vocational census of the students. In 1920 she prepared a typed bulletin for the use of faculty advisers, describing the system of vocational training, the regularly outlined courses, and the system of individually prepared schedules. This report included statistics of the numbers completing each curriculum. In 1921, Dean Humphries presented a thesis at Teachers College, Columbia University, with the title, "The Influence of

the Training Given at the College of Industrial Arts upon the Lives of the Alumnae." As a social economist she is a student of such matters affecting women's work as trade unions, the Consumers' League, restrictive legislation for women and children workers. She states her purposes in counseling as: (a) to inspire with a purpose in life; (b) to inform about women's occupations; (c) to help analyze selves as to qualification for vocation; and (d) to choose proper curriculum of studies.

The writer feels warranted in classifying the program of the College of Industrial Arts as an outstanding example of non-technical vocational guidance, vivid and effective, continued through a long period of consistent development.

INTERCOLLEGiate ORGANIZATIONS

Certain organizations, intercollegiate in membership or in service rendered, need to be considered if we are to view collegiate vocational guidance in a complete way. Some of them are interesting from an historical point of view, for having lit their candles when there was little other illumination in vocational guidance; others, notably the National Research Council and the enterprises it has established, for the promise of large-scale scientific service.

Society for the Promotion of Engineering Education. The Society for the Promotion of Engineering Education is unique among the professional societies of the country, in so far as it has been the privilege of the writer to learn about them. For years the Society has been concerned with the proper selection, training, and placement of engineering students. Orientation courses are more wide-spread in engineering curricula than in any other. The scientific determination of proper bases for admission has been a goal of the Society for many years, as exemplified by the tests devised for the Society by L. L. Thurstone. The Stanford University questionnaire in 1912 revealed the guidance and orientation program at the University of Michigan, some beginnings in the engineering department at the University of Illinois, but did not discover the programs then in effect at the Kansas State Agricultural College and Purdue University. At Stanford Uni-

versity the chairman of the successive committees studying vocational guidance in 1911, 1912, and 1913, was Professor G. H. Marx of mechanical engineering, and the most extensive guidance programs uncovered were in the engineering departments.

The writer is not prepared to state whether the activities in this field undertaken by the Society for the Promotion of Engineering Education should be considered the cause or the result of this apparently spontaneous interest in guidance among engineers. There are features of the profession which make guidance more obvious and imperative than in medicine, or liberal arts. The very fact of the presence of engineers in almost every industrial organization indicates the width of the field into which the graduate will step. This is fundamentally different from medicine. Engineering instructors are in close touch with industry, with its labor and personnel problems. They take a hand in the organization of employment management, and are familiar with "scientific management," and the proper utilization of men and materials. Probably these contacts cause them to be interested in the proper orientation and placement of their students.

The Society is now embarked on a tremendous piece of educational investigation, a "comprehensive study of the objects and methods of engineering education." The earlier study by Dr. C. R. Mann is taken as a starting point for the present investigation. The Carnegie Corporation has voted a fund of \$108,000 to finance the project. Recent issues of the "Journal of Engineering Education" report the developing plans. Wherever the writer visited engineering departments he found the faculties actively at work on one phase or another of this great coöperative project. From the point of view of guidance, we may expect to get from this study a knowledge of methods of selection of engineering students (initial and by later elimination), suitable psychological devices that may be employed, orientation and its effectiveness, placement, and follow-up with all its ramifications in the relations between the colleges and industry.

Personnel Research Federation. Upon the initiative of the National Research Council, a series of meetings was held in 1920 and following, for the purpose of bringing about the coöperation of those engaged in personnel research (chiefly in industry). The Personnel Research Federation was established in March, 1921. The first issue of the "Journal of Personnel Research," which appeared in May, 1922, contains a report upon the organizing meetings and the constitution of the Federation. Though the chief interest of the Federation remains in industrial personnel, the "Journal" gives attention to vocational guidance, and the reader will find a careful inspection of its files of great interest.

At the present moment the Federation is engaged in a study of college and university placement work. Since the writer feels his thesis to be deficient in treatment of that topic, he is glad to refer readers to the federation study, which should be published by the fall of 1925.

National Research Council. The writer is not informed as to the full program of activities of the National Research Council, but he can cite several that are of great significance in connection with the vocational guidance of college students. He has already told how the Council called the meetings which resulted in the formation of the Personnel Research Federation.

In 1921 the Council secured the services of Professor George Walter Stewart of the State University of Iowa to make a survey of the country to learn what was being done for the education of students of superior ability. His report is listed in the bibliography under the heading "Individual Training." At the invitation of the Council, a conference upon the problem of the gifted student was held in Washington, D. C., December 23, 1921. Reports were made on honors courses, on methods of selecting, sorting, and rating students, on sectioning classes on the basis of ability, on honors and awards, and a program was adopted for further work.

In January, 1923, the Division of Anthropology and Psychology of the Council invited a number of persons interested in

vocational guidance to a conference in Washington, D. C. A number of papers were presented, and the conference passed a set of resolutions on policies, and voted to entrust the interests underlying the meeting to the Committee on Personnel Research in Business and Industry, of the Division of Anthropology and Psychology, of the National Research Council.

In May, 1924, The Committee on College Entrance Tests, L. L. Thurstone, chairman, called a conference in Washington, D. C., to consider vocational guidance in colleges and universities. The program of addresses and committee recommendations covered administrative, research, and service aspects of the general question. On adjournment, two committees were authorized to continue activity. A report will be found in "School and Society" (October 11, 1924), under the title "Coöperation in Testing Tests," telling of the tests authorized at the May meeting of the committee sponsored by the American Council on Education, assembled by L. L. Thurstone, and employed in a number of coöperating colleges in the fall of 1924.

The second committee is that under the chairmanship of Dean H. E. Hawkes of Columbia University, a joint committee of the Division of Anthropology and Psychology of the National Research Council, and of the Social Science Research Council, which "has been appointed to study the desirability of setting up an organization for coöperative experimental research on one relatively simple, self-contained, and definite problem, such as the discovery of the data and procedure best adapted for giving vocational advice to students looking forward to medicine, law, or engineering." This committee on vocational guidance in college invited a number of persons to a meeting in Washington, January 1, 1925. The conference discussed the problems implied in the above quotation, and voted recommendations, including one that the American Council on Education be asked to sponsor the enterprise. It may be expected that a central office with permanent staff will be set up at an early date, and that coöperating colleges will begin the analysis of the problems of selection, advice, and administration of such a group as the pre-medical or pre-business school students.

As stated earlier in this chapter, under the heading of Harvard University, several graduate students have been working on theses relating to college guidance.

The National Vocational Guidance Association. The National Vocational Guidance Association has had a number of years of activity. Although its field is largely that of secondary and elementary education, many of its members are active in college guidance. At the meeting on vocational guidance called by the National Research Council in January, 1923, a resolution was passed asking the National Vocational Guidance Association to use its "Bulletin" to publish digests of reports of vocational guidance. Since that date the "Bulletin" has expanded into the "Vocational Guidance Magazine"; its issues continue to include digests and other material from the college field.

Bureau of Vocational Guidance, Harvard University. The Bureau of Vocational Guidance of Harvard University, though to a certain extent comparable to the instructors teaching vocational guidance in several other departments of education over the country, is nevertheless in a sense national in scope. It is the successor of the Boston Vocation Bureau. Publications by Frank Parsons, Meyer Bloomfield, Frederick J. Allen, John M. Brewer, and Paul H. Hanus may be consulted for the early history of that bureau. It was distinctly national in purpose. The successor, the Harvard Bureau, continues the program of research and publication. It has aided and stimulated the National Vocational Guidance Association, even assuming the publication of its magazine. Its library on vocational guidance is probably the most extensive in the country or in the world. Its assistance is frequently enlisted by school systems with problems in vocational guidance. The reader is referred to the discussions of Harvard University in Chapters III and IV.

A further conference on this problem was held in Washington in May, 1925. At this meeting the Personnel Research Federation distributed a bulletin of some thirty-eight mimeographed pages on the subject of college personnel research in progress at the time of the meeting. Reports of the meeting may be found in the "Journal of Personnel Research." The issue of May, 1925, con-

tains the program of the conference, that of July, 1925, a report of the fields suggested by the conference as suitable for research. Subsequent issues contain articles and news items relating to the meeting and the developments which followed it.

The writer feels that the tremendous service rendered by the Vocational Service for Juniors in New York is not national in scope, nor does it touch the colleges; that is why it is not described in this report. For the same reason the activities of the White-Williams Foundation of Philadelphia, though they come nearer the college level, and may very readily be extended in that direction, are not given attention in this study.

Intercollegiate Vocational Guidance Association. The report on Wheaton College, Massachusetts, in Chapter II, gives the beginnings of the Intercollegiate Vocational Guidance Association. This organization had its source of energy in the students, though it usually enjoyed faculty coöperation. Its methods were vocational conferences, local and national, and mimeographed circulare from the central officers. Though the book "Careers for Women," by Catherine Filene, is not technically a publication of the Association, yet it was compiled by her while a national officer of the Association, and is representative of the movement. In the prefatory note, she tells of the Association, giving the membership in the summer of 1920 as 50 women's colleges and universities located in all parts of the United States. The reader will note that the past tense has been used in telling of the organization. Although it has not entirely disbanded, it has accomplished what may be regarded as its chief task, to convince college faculties that the students want vocational information, and that the information may be collected by those willing to put in enough serious work.

The Christian associations. The Young Men's and Young Women's Christian Associations have been among the most interested groups contributing to vocational guidance. When Frank Parsons inaugurated the movement in 1908, one of several buildings in which he kept regular hours for vocational consultation was that of the Boston Young Men's Christian Association. Mr. G. A. Blumenthal's article, which is listed in the bibliography

under the classification "Guidance Reports," reveals the attitude of the early organizers of vocational guidance in the Y. M. C. A., that their vocational guidance work was temporary, until the school authorities should undertake it. The thesis of Mr. K. P. Zerfoss, listed in the bibliography under "Studies of Guidance" gives the author's opinion that

the Young Men's Christian Association (through its college branches) being on the ground and having the interest, is obligated to agitate and pioneer in meeting a great need of students which is not being met by the institutions themselves. As soon as the college or university will take over this work, the Young Men's Christian Association may withdraw from the active promotion but it will always be needed to keep the spiritual side of this work to the front.

He opposes the view that the secretary of the association should emphasize the religious callings, holding that it is as much of a Christian service to help direct men into lives of business, law, or medicine, who should serve there, as it is to direct men into definite Christian service.

College branch associations have in many cases organized or helped with vocational addresses and conferences. The report on Wheaton College (Mass.), in Chapter III, will show that the Intercollegiate Vocational Guidance Association was formed as a result of such a conference. The secretaries in some branches attempt vocational counseling. The second quotation from Mr. Zerfoss indicates one danger in such counsel. Another danger is that the secretary is himself in a semi-missionary calling, with an enthusiasm for service that may not be tempered by the discriminating doubt and criticism that would usually be found in a faculty committee and that he may, as a result, employ unscientific methods, and leap too easily to conclusions in presenting advice.

Yet it is the observation of those active in guidance, whether in college or in general city work, that the Young Men's and Young Women's Christian Associations have the rare quality of acting when few others are ready to act. Too much credit cannot be given them for the friendly counsel they have given the perturbed young people who have come to them. Their contribution to vocational guidance has been, and is, real, and of value far

greater than any shortcomings. But their service in this direction is accomplishing one of its aims, to awaken the faculty to the need of vocational guidance and to the possibility of its administration. They are beginning to pass their assumed duties in vocational guidance to the administration of the colleges, to deliver it into the hands of trained teachers, whose attitude is constructively critical, and whose constant reliance is research.

American Association of University Professors. The American Association of University Professors has a standing committee (Committee G) on "methods of increasing the intellectual interest and raising the intellectual standards of undergraduates." This committee has made several valuable contributions, which are cited in the bibliography. They include a bibliography on its general field, and reports on initiatory (orientation) classes, and sectioning classes on the basis of ability. Its recommendations regarding the initiatory class have been applied at the University of Chicago, the "invitation class" there being modelled directly on the suggestions of the committee. The suggestions regarding sectioning classes on the basis of ability and stimulation of superior students have been wide in their influence.

The American Association of University Women. The American Association of University Women, formerly the Association of Collegiate Alumnae, was an early and staunch supporter of vocational guidance, maintaining a committee on vocational opportunities. The local branches of the association were active in arranging vocational meetings and conferences for women students. They encouraged and assisted the placement and guidance services of such city organizations as the Women's Educational and Industrial Union of Boston and the other bureaus for the placement of college women. They conducted research into the vocations of college trained women. They would render a service to the history of vocational guidance if they would inspect their early records and summarize the contributions to this field.

Vocational bureaus for college trained women. The bureaus in the larger cities for the placement and guidance of college trained women have been mentioned in Chapter II, in the report on the

Stanford University study of 1913, and discussed more at length in Chapter III as they were revealed in the 1920-21 survey. The bureaus have multiplied until now many of the large cities of the country have them. In some cities they have developed as independent institutions and in others as new activities undertaken by organizations already giving service to women. The bureaus have had the coöperation and advice of college deans and other officers, and of the Association of University Women, formerly the Association of Collegiate Alumnae. Each has an advisory board of competent men and women in its vicinity. The bureaus are federated under the National Committee of Bureaus of Occupations.

The bureaus help to place college trained women, and offer counsel both to individuals out of college who are in search of work and to students. Frequently their service to colleges involves the sending of a representative on regular schedule, to give addresses, hold personal interviews with students, manage vocational conferences, or advise with deans, placement officers, and others on the problems of guidance. In addition to these direct services, the bureaus conduct research and issue publications on vocational subjects, which usually treat of conditions of employment and methods of training. The "News-Bulletin" of the Bureau of Vocational Information of New York City is an important periodical which publishes articles on these subjects and on personnel organization and guidance methods in colleges.

The services extended by the bureaus vary with the personnel of the staff, the degree of advancement of the guidance offered by neighboring colleges, and financial and administrative conditions. From the viewpoints of historical contribution and magnitude of service rendered, the following bureaus may be selected as representative:

The Women's Educational and Industrial Union, the Appointment Bureau, Boston;

The Bureau of Vocational Information, formerly the Inter-collegiate Bureau of Occupations for Trained Women, New York;

The Philadelphia Bureau of Occupations;

The Chicago Collegiate Bureau of Occupations;
The Southern Women's Educational Alliance, formerly the
Virginia Bureau of Vocations for Women, Richmond;
The Cleveland Bureau of Occupations for Trained Women;
The Denver Collegiate Bureau of Occupations;
The Women's Occupational Bureau, Minneapolis.

Each of the bureaus may be regarded as in itself intercollegiate in service rendered if not in plan of control. Any program projected for the vocational guidance of college women should take into account services that may be rendered by neighboring bureaus of this type.

Associations of colleges and universities. There are several organizations of colleges and universities, among them the Association of American Universities, the Association of American Colleges, the Association of Municipal Universities, and the Association of Land-Grant Colleges. These are constantly giving attention to administrative problems which frequently touch on guidance. For example, the records of the Association of American Universities show a series of discussions on whether a student should be allowed to count his fourth year of study both for a B.S. degree and an M.D. The discussion involves many of the relations between the college of liberal arts and the professional school, which are a concern of guidance. The Association of Land-Grant Colleges has given place on its programs to vocational guidance (see in bibliography, under classification "Guidance, General" the address of Dean F. D. Farrell, of Kansas State Agricultural School). The Association of American Colleges has a standing committee on provisions for the unusually gifted student.

Associations of colleges and secondary schools may be found in several sections of the country, the New England Association of Colleges and Secondary Schools, the North Central Association, etc. They concern themselves with articulation between institutions of the two levels, and with limitation of the power of either to dictate to the other. They contribute to an understanding of mutual problems, and to harmony, which results in a reduction of difficulties for students. Accrediting admission

examinations, provision within the college of elementary courses in fields such as modern languages or mathematics, and many other problems come up for joint discussion.

Associations of college officers. Various college officers are organized in national associations. The American Association of University Professors, the American Association of University Women, and the Society for the Promotion of Engineering Education might come under this classification, but only by a stretch of the meaning, and they have been given separate treatment. Associations of university presidents, of deans of men, of deans of women, of registrars, of placement secretaries constitute the type in mind. Under the heading of "Guidance Reports" in the bibliography, will be found reference to an address by Dean F. F. Bradshaw of the University of North Carolina to the deans of men, telling of the guidance work at his institution. The relation of the dean of men and the dean of women to guidance will be discussed in Chapter V. There can be no doubt of their interest.

The deans of women participated with the placement secretaries for women in an interesting conference on guidance and placement held in New York City in February, 1921. Entry will be found under heading "Guidance Reports" in the bibliography. The secretary's report says:

At the suggestion of deans of women and appointment secretaries in colleges which have women students, a conference was called in New York City, February 23 and 24, 1921, for the comparison of experiences and exchange of ideas in regard to vocational guidance and appointment work for college women. Fifty-six men and women, representing forty-four colleges and vocational bureaus which ranged from Maine to South Dakota and Virginia, attended the meeting.

The American Association of Collegiate Registrars has handled at its annual meetings a number of technical subjects related to guidance. These are found in the fields of admissions, relations with secondary schools, elimination, scholarship standards, registration procedure, requirements for the degrees, and the type of material to be included in a student's records.

Government departments and bureaus. Several departments and bureaus of the United States Government render service to those interested in vocational guidance.

In the Department of Commerce, other bureaus contributing information, the Bureau of the Census is the most important to this study, as it compiles the statistics on which students of vocations base their work.

In the Department of Labor, many branches of activity are of interest for vocational guidance, particularly the Bureau of Labor Statistics and the Employment Service. The former bureau publishes the "Monthly Labor Review" containing foreign and domestic reports on labor. The Employment Service has built up in connection with local school systems a series of employment offices for juniors.

In the Department of the Interior, the Bureau of Education publishes reports of value to the counselor, articles relating to vocational guidance, and statistics and directories of educational institutions. The Federal Board for Vocational Education formerly had duties in connection with the rehabilitation of veterans of the World War. These duties have since been given to the Veterans' Bureau. Between the two organizations a number of reports have been published on rehabilitation, including vocational studies and other items of interest to counselors. At present the activities of the Board are limited to vocational education, and its publications in this field may be studied with profit.

The Civil Service Commission directs the employment of persons of many grades. Its statements of the requirements for government service should be available to students.

The War Department activities during the World War represent the greatest experiment in personnel direction ever conducted. The Committee on Classification of Personnel of the Adjutant General's Office and the Psychological Service of the Medical Department studied and classified recruits, enlisted men in the regular army, and officers. The men were assigned to appropriate branches of the service in accordance with the results of these investigations. Training programs and the composition of units of the army were made to depend upon these data. The War Department publications on intelligence tests, trade tests, classifications of occupations, methods of interviewing recruits and on the machinery built up for reporting the results of the

draft and for the subsequent assignment of men are all of interest.

Institute of International Education. The Institute of International Education serves two groups of students, those coming from foreign countries to the United States, and Americans going abroad. The advisory service it renders is varied, and has necessitated a classification of American colleges and universities according to departments of instruction, climate and environment, and limitations of color and sex. One of the fields of activity of the institute is the securing and administering of scholarships for students to and from foreign countries. It is probably the best source of information in the country on international scholarships.

The American University Union is another organization that assists American students in Europe.

American Management Association. The American Management Association is the successor of several organizations concerning themselves with employment management. The Boston Vocation Bureau undertook in 1910 to organize the employment officers of the Boston district into an association for the discussion of their mutual affairs, and for the aid that they could give to the Bureau in the guidance and placement of young people. Various merchants asserted that the effort was a waste of time, that these men were only clerks employed at a perfunctory task. However, there were among the "clerks" enough men willing to coöperate in forming an employment managers' association. The organization has continued and prospered and the clerks have developed into professional men, not by tugging at their bootstraps, but by study and by the infusion of new blood as the value of their services and the key nature of their position came to be appreciated. Other employment managers' associations have been formed over the country, and affiliated in a national association which was greatly stimulated at the time of the war and of which the American Management Association is the heir.

The association and its members are concerned with personnel problems in industry; job analyses of commercial and industrial pursuits; the education, placement, and development of work-

ers, from the unskilled level to the professional and executive; and technical details of proper staff and equipment for personnel offices. The colleges may depend upon receiving strong support here for any personnel program they may inaugurate.

National Committee for Mental Hygiene. The National Committee for Mental Hygiene, whose organ is the magazine "Mental Hygiene," has shown constructive interest in the mental hygiene of college students. Of the colleges which have made provision for such service, Brown University and the University of Minnesota are the only ones the writer had an opportunity to investigate.

Mental hygiene is probably the most radical innovation in college guidance. There are few men in the country who have the technical equipment necessary for neuro-psychiatry, coupled with sufficient outside experiences and interests to make them wise counselors, but these few are stimulating and training others.

The educational foundations. One of the most significant phases of educational development in recent years, has been the establishment of great educational trust funds. The Rockefeller funds, the Carnegie endowments, the Commonwealth Fund, the Harmon Foundation are but a few of the organizations set up for the purpose of encouraging worthy educational projects. Several of the activities of the Society for the Promotion of Engineering Education have been subsidized by the Carnegie Foundation: the present nation-wide survey of engineering education has this support.

Psychological and sociological associations. The national associations of psychologists and of sociologists contribute to vocational guidance and personnel research. The local societies are also helpful, and each individual who improves methods of individual analysis, of case-study, of instruction, of interviewing, or of treatment or disposition of cases makes a contribution to this field. Properly speaking, vocational guidance is a sociological enterprise, using psychological devices and methods as its tools.

The writer regrets that it was not possible to visit a number of other colleges and universities that have made definite contributions to the vocational guidance movement. He is aware that the reports on the institutions visited contain slight inaccuracies, as they are based on visits and conferences extending at most over three days, supplemented by such printed and typed material as was easily accessible. Yet the total impression given by this chapter is reliable and representative of the institutions that have progressed farthest in conscious effort to study the individual problems of their students and to assist in their solution.

There is evident need of further study of the national and intercollegiate organizations contributing to vocational guidance. Yet it is hoped that the writer has indicated the most important of these. The chief future contributions of such organizations may be expected to lie in:

- (a) Personnel research and publications, probably often of a coöperative nature, participated in by colleges, universities, and other organizations;
- (b) Placement service, with intercollegiate offices in the urban districts;
- (c) Professional contacts and associations for guidance officers, and provision of facilities for joint determination of principles and standards;
- (d) Possibly some service whereby counselors or vocational experts may be sent to coöperating institutions.

Chapter V presents an organized view of vocational guidance in the colleges which will serve to sum up the findings of all portions of this study.

CHAPTER V

PLANS FOR THE VOCATIONAL GUIDANCE OF COLLEGE STUDENTS

THE vocational guidance of college students presents complex administrative problems.

Guidance is concerned with the selection of students; orientation and counseling; placement and employment supervision; devising and keeping accurate and useful records; the preparation of counselors; research into the fields of individual psychology, vocations, and means of training, and related publication and criticism; and the overhead work of securing coöperation among persons carrying on these activities. Chart I, at the end of this chapter, indicates a possible administrative arrangement for guidance within the liberal arts college; Chart II, the guidance activities with which the student may come in contact in the college.

The persons whose coöperation should be secured in the program include students and their parents; secondary school principals and counselors; officers and faculty of the college and of graduate and professional schools; placement workers in educational institutions and in public and private bureaus; government and state departments, particularly of education and of labor; publishers; societies concerned with vocational guidance and with various phases of education; employers; workers; and any inter-collegiate organizations now in existence, or to be formed, which may contribute to guidance or personnel research.

Institutions of all grades and types need to furnish guidance to their students. It is impossible to offer in this study plans adapted to the different types even of higher educational institutions, varying as they do in respect to function (liberal arts, professional, etc.), source of support, size, location (urban or rural), restrictions as to type or sex of students, and local practices. The institution which the writer holds in mind throughout the following pages is the liberal arts college of a state university, the

college enrolling 1500 to 2000 students, located in a city of 500,000 or more, and coeducational. When reference is made to any other type of institution, indication is given.

Admission and induction of students. Admission to any college or university should be in accordance with published objective standards. This is particularly true of publicly supported institutions, in whose case deviation from an objective standard would not long be tolerated. Certain types of information which may enter into a student's record, would furnish the basis for a weighing of character elements, personal history, and interests, of very doubtful objectivity. In Chart II, separate columns have been provided for guidance prior to, and subsequent to, the acceptance of the candidate, and the writer suggests to public institutions that character ratings by secondary school officers (*B II a*), questionnaires on personal history and interests (*B II b*), intelligence tests (*B II c*), and mental hygiene questionnaires (*B II d*), be not submitted until after the applicant has been accepted on the basis of his academic record.

The necessity for objectivity of admission standards is not so great in the case of privately endowed institutions, though they find it advisable to define their standards with care. In both public and private colleges and universities, applicants who present themselves from other colleges, instead of directly from high school, may be submitted to a more extensive character examination prior to acceptance.

Guidance of applicants prior to admission may be given by publications (Chart II, *A I a*), correspondence with the committee on admissions, and more personal contacts with high school pupils, whether by the committee on schools (*A I b*) or student groups (*D I a*). The committee on schools may well represent the university in the regional association of colleges and secondary schools, and participate in the studies made by this association into problems of articulation between secondary schools and colleges.

Guidance of students as they are being inducted into the university may best be considered in connection with "freshman week."

Freshman week. Freshman week (Chart II, *A II a*), is a device designed to provide the full program found to be desirable in inducing students. It is intended to accomplish certain purposes for the administration, and to orient the student in the college.

The administration is concerned to find out what it can about the student. It may make use of a questionnaire as to identity, and social, educational, and vocational experiences and interests; of an intelligence test; possibly of a mental hygiene questionnaire; and of tests in college subjects to determine the student's assignment to sections of freshman classes. It may appoint an instructor to establish personal relations, and to record his opinion of the student. It may secure, prior to the actual freshman week, character ratings from the high school principal and others.

The administration wishes to facilitate the entry of the student into class work and his acquisition of an understanding of the college facilities. It may provide a reception program, college orientation lectures, and individual conferences with instructors. It may enlist upper class students to act as advisers for freshmen or to assist in their entertainment.

The question of the advisability of much social activity in freshman week, particularly of fraternity rushing, is one of the serious problems connected with the new device. On the one hand, Dean E. H. Wilkins is glad that fraternity rushing at the University of Chicago is practically completed before classes begin; on the other hand, at Brown University the fraternities have agreed to do no rushing until January. The writer endorses the practice at Brown University, as he fears that if the new student's first taste of university life is too largely social, he will start in with a wrong conception of its purpose and customs. But, whatever solution be found for fraternity rushing, the older students present a second problem. They will offer the newcomer advice regarding courses to be taken or avoided. Instructors should be present in strong enough numbers to counteract the ill effects of this amateur advising, or else the administration should so prepare and direct the upper-class students that their advice may be kept within proper bounds and made effective. If these upper-class students have themselves com-

pleted orientation courses of some range, then they will appreciate the purpose of advice, and the counsel they offer the new students will be good in quality and easily subject to supervisory direction.

Freshman week should be judged from the point of view of the economy of the student's time. His major business in the university is the prosecution of his studies. Possibly he needs to devote his summer vacation to earning money to pay college expenses. Each element of the freshman-week program needs to show that the economy it effects is greater than the loss of productive time that it causes the student. The only time consuming factors listed in Chart II, column II, are the orientation lectures suggested under *A II a*, the questionnaires *B II b* and *B II d*, and the several tests *B II c* and *B II e*. If the questionnaires and tests are to be given at all, and their value in facilitating prompt beginning of instruction and the proper completion of student records is clear, they should undoubtedly precede formal entry into classes. Together with the mechanical details of registration, they will probably occupy three days. The question of economy of time reduces then to the simpler question whether the student will gain enough by coming one or two days earlier than would otherwise be required, to hear a series of orientation lectures, attend receptions, and be shown the facilities of the university. An increasing number of colleges and universities are answering the question by installing freshman week.

The elimination of students. Admission to a university is a selective process, many applicants being refused. Continuance in the university is likewise a selective matter, really an extension of the original selective process. The elimination of disqualified students seems to be a necessary device if standards of scholarship are to be maintained. But from the point of view of college guidance, which involves an interest in all persons presenting themselves for higher education, we should inquire into the fate of those refused admission to standard colleges and universities or eliminated from them. The records of the associations of deans of men and of women show a continuing concern over the fate of disqualified students.

We may provide for these students either devices within the university to prevent their disqualification, or institutions without to make possible their education on a plane better suited to their abilities.

The committee on educational guidance of the University of Minnesota has suggested that a series of short vocational courses be established in the university to provide natural stopping places for those students who will not complete a four-year course. A similar proposal has been made by Dean C. E. Seashore of the State University of Iowa. Some of the present short courses, for example in the preparation of elementary school teachers, make the same requirements for admission as do the four-year courses of the university. They would contribute to the solution of our problem by providing for students in danger of elimination, a more accessible objective than the full four-year course, probably stimulating them to greater efforts to attain the goal. Others of the short courses, for example in agriculture and in the training of mechanics to become industrial arts teachers, do not impose full university admission requirements. Courses of this type would offer students opportunities even after disqualification. Suggestion will be made below relating to an enlargement of services at this lower level, and the incorporation of some elements of liberal education with the vocational training.

In California, the state has authorized the junior colleges to admit three classes of students:

- (a) Those eligible to the state university.
- (b) Graduates of high schools.
- (c) Persons over 18 years of age.

It is the intent of the law that the three classes of students be given education commensurate with their ability and preparation. Persons of the "c" type are eligible only to restricted vocational courses, and do not quite come into the scope of this study. Persons of the "a" type present a definite task to the junior college, to give them education, whether cultural or vocational, of a grade which the university will recognize. Persons of the "b" type are of approximately the same level as the students eliminated from the university, or those refused admission to the freshman year.

Consideration of the problems which they have presented to the junior colleges is suggestive for the disposition of eliminated students.

Each of the junior colleges has a small enrollment and a small faculty. Even were all its students of the "a" type, it would find difficulty in assembling a faculty satisfactory to the accrediting university, because many college instructors object to surrendering their instruction of juniors and seniors. The presence of the "b" type students and the obvious fact that the same instructors must, in part at least, serve both groups, makes both the faculty problem and accrediting more serious. The connection of many of the junior colleges with high schools helps toward the provision of a faculty but leaves the accrediting problem very real.

Some of the "b" students are content with vocational courses of a sub-professional type. Others want cultural courses and many of them are eager to make themselves eligible to standard, or "a" grade, instruction. Shall the junior college provide cultural classes at different levels for the "a" and "b" students? With the small enrollment such an arrangement is very difficult. One of the junior colleges restricts cultural courses to the "a" type students, but offers to students of the "b" type a hurdle over which they may pass which will qualify them for an "a" rating. This hurdle consists of a semester devoted to so rigorous a review of the high-school studies that few of them can pass it successfully.

The junior college just described has yielded to the strong pressure upon all institutions to bring its work to the accepted standard of other colleges and universities. All of the junior colleges are under the same pressure and will probably adopt the same or other expedients to reduce much of their teaching to a single standard — except that for the "c" type students, who are so distinct that there is little likelihood of confusion or of pressure for admission to the "a" or "b" type classes. This may mean that students of the "b" type, whether fresh from high school or eliminated from the university, cannot secure cultural training at the "b" level, but will be required to raise themselves

by further preparation to the "a" level or enroll for vocational instruction.

There are over the nation inferior colleges and universities serving the "b" type of student above described. Some of these institutions are not candid about the grade of education that they offer. There is a strong and admirable tendency in all human beings to strive for the highest type of accomplishment, but sometimes we persuade ourselves that we are really operating on the projected program when in reality we have not yet attained it. Since the present study is devoted to the guidance of students, it must point out that the purposes of guidance are not served by such pretensions. It is feared that independent institutions, whether colleges, universities, or junior colleges, which serve persons not eligible to attend standard universities and colleges, cannot be relied on to state their function candidly or to resist the pressure to raise their standards to a point where they will cease to serve students of the "b" type.

One type of institution might be developed, freer from the pressure to raise standards and more candid about the type of instruction offered. The extension divisions of universities now offer courses of collegiate grade and also courses of popular or other than collegiate grade. If the courses of the latter group were brought together and expanded into definite curricula, we should have an institution whose standards of admission and instruction could be made different from the regular departments of the university and yet could be held definitely at the point determined so that there would be no slackness. The new school could not replace all the sub-collegiate institutions, as they represent many phases of sectarian interest and of propaganda which they would not be willing to relinquish, and which could not be accommodated to the purposes of the new institution. In its main outlines this "people's college" would afford possibilities for a vocational or liberal education for persons who are now barred from the universities or who do not wish training of the present collegiate type. It would give to all university administrators the assurance that the eliminated students might yet receive an education, possibly even better suited to their abilities than that which standard universities afford.

Although the elimination of students for poor scholarship would be made a less disastrous experience by the above provision, some of the eliminated students present problems that cannot be solved by the mere provision of a new educational institution. They really require social case work. The university agencies concerned with the elimination of students may well establish relations with social agencies in the community fitted to handle the cases of eliminated students.

Orientation classes. Orientation classes are of three different types — for orientation in the college environment with its requirements, facilities, and opportunities; for orientation in the world of science, philosophy, and human relations; for orientation in vocations. The writer has spoken of the first of these three types in connection with the lectures to be given in freshman week, as orientation lectures with regard to the college are appropriate for the pre-registration period. In discussing freshman week further, however, he raised the question whether it should not be made into as brief a registration period as possible, and the orientation lectures deferred until the regular session opens. In either case the subject-matter for such lectures is so extensive that all of it cannot be delivered in freshman week. Even though a few of the lectures be given then, it will be necessary, if complete service be attempted in this field, to continue the lectures into the regular session as at Brown University, or to incorporate them as the early lectures in a combined orientation course to be proposed below.

The subject-matter for the lectures on college orientation lies ready to hand, and the student may be shown the departments and facilities discussed in the lectures. His favorable attention may be readily enlisted, since the lectures concern matters of immediate import. Suitable subjects for inclusion are: a study of the college catalogue and regulations; a survey of the different departments of the university; the library and practice in using it; the placement service; the various advisory bodies; classes open to freshmen; privileges for honors students; the elimination of unsatisfactory students; how to study; possibly one or more lectures in mental hygiene; the relative importance of dif-

ferent types of activity and the budgeting of time; student activities.

These lectures have in a few institutions, notably Reed College (Oregon), been organized as a regular course. However, the content is so limited that the lectures may then be given only once a week, a program which renders instruction difficult, and the lectures given in the latter part of the quarter or semester lose much of their value, as the student has by that time been oriented to some extent in indirect ways. Moreover, the value of these lectures is so local and transitory that the allowance of credit for them is opposed by many faculties.

The second type of orientation class, relating to science, philosophy, and human relations, has been admirably reported upon by Committee G of the American Association of University Professors (see Bibliography under classification "Orientation Classes"). The writer will not attempt to add to their study nor to summarize it here. Classes of this type deserve their popularity and rapid spread.

The universities have not yet agreed upon a standard length for the course. The writer proposes that the first sessions of the course, probably for three or four weeks, be devoted to orientation lectures concerning the college environment. An example of very similar practice is found in the required freshman class in citizenship at Stanford University, in which the introductory lectures are given over to consideration of "the freshman as a new member of the University community." If a few of the lectures have already been given in freshman week, proportionately less time will be required for them after the opening of the session. The lectures on college orientation would serve, with their ready enlistment of interest, as an admirable approach to the more remote aims of cultural orientation, and that portion of the course may then extend through the remainder of the semester or the full year as found advisable.

The third type of orientation class deals with vocations, and is found at present chiefly in engineering and secondary schools. Higher institutions, other than in engineering, which have such courses, are Cornell College (Iowa), the College of Industrial Arts

(Texas), and the College of the City of Detroit. Among the institutions reported upon in Chapter IV are several in which the history of orientation classes of this type has been marked by failure and discontinuance.

One difficulty that the class in some institutions has had to face is that it has been given "by permission," with no allowance to the instructor of time from his other teaching burdens, or of assistance in its administration. The Stanford University orientation classes in the engineering departments, reported upon in Chapter II, and the University of Minnesota experience in the same departments, reported in Chapter IV, are illustrations of this difficulty.

Another hindrance to the success of the class has been the shortage of suitable literature on vocations, as is discussed below under the heading of "research." This difficulty, though real, is not insuperable.

A third difficulty that may arise in presenting the class in occupations is due to a misconception of the type of interest that the student feels toward his future vocation. His whole course of life shows that he is interested in his future; his very presence in college is an evidence of it. We know that he is often disturbed about decisions that will affect his vocation, and that he is grateful for information and assistance. The interest in his personal career may well be enlisted for the study of the vocation in which he intends to specialize, but it is selective in nature, and cannot motivate the study of other occupations.

Because of the selective or exclusive nature of the personal-career interest, personal reference should be minimized in the class in occupations, and reliance placed upon the general intellectual interest which motivates the liberal arts course. Should the instructor make continued effort to enlist the personal-career motive in the class in occupations, he will probably fail, and in fact may remind the student that his interest is in another occupation, thereby building up a wall of apathy toward the occupations being presented.

When personal application is to be made in the class, the student should have a hand in the selection of the topic. One or two

of the papers required in the course may well be on subjects, selected by agreement between the instructor and the student, that are direct in their application. Several personal conferences may be held by the instructor and his staff, possibly aided by the personnel office, with each student in the class. The instructor may be confident that though he does not make further personal application of the materials presented in the class, the student may and will do so of his own volition, either during the course or at some future time.

The main portion of the class in occupations treats of vocations, and may be handled like a course in economics. Selected vocations may be discussed with their ramifications, and may alternate with consideration of elements common to many vocations, each followed through its different vocational applications. Such elements may include numbers of workers engaged, how the public interest in the occupation is manifested, salaries, and means of preparation. The portion of the class devoted to vocational psychology should include some aptitude testing, but should observe the cautions already given for personal application.

The personal records obtained in the class in occupations through questionnaires, tests, and papers on vocational plans, should be entered in the personnel office as a portion of the student's total record.

The question whether the class in occupations should be elective or required is a serious one, involving a decision as to whether the college proposes to serve only students who have already come to an appreciation of their vocational problems, or to extend its service to the entire group of students, all of whom will meet the problems. If the former or limited conception of vocational guidance be accepted, then the class in occupations should be made elective. But most students are quite happy in their college life, unaware of the shallow basis upon which they have arrived at decisions regarding their future, and of their need for organized vocational knowledge. If the college is to reach them, it must require attendance upon the class in occupations. This is a legitimate function of liberal education, which should convey to students a sound conception of these important problems, both as

they affect personal choice, and in their larger impersonal aspects. During the experimental years of the course, while the syllabus is being standardized, the college may decide to make it elective, but such arrangement should not be permanent.

The placing of the class in the curriculum is another important consideration. If it is to be made elective, this question is readily solved. If it is to be required, it may not be placed in the first semester of the freshman year because that place has been given to the general orientation class, and it would be unwise to give both classes at once. If the general orientation class be continued through the freshman year, then the class in occupations should be deferred to the next year. Probably it would be well to anticipate such extension and place the class in occupations in the sophomore year from the start. Mr. L. B. Hopkins of Northwestern University, quoted in Chapter IV, stated that the class should not be given in the freshman year. Yet it should not be scheduled later than the sophomore year, as it should precede the choice of a major department or the transfer to a professional school. It appears logical, therefore, to place the class in the sophomore year (*Chart II, A IV a*).

Further elective classes in occupations may be provided in special vocational fields which may be determined by the location of the college or its sectarian interest. If it have a central purpose such as the preparation of students for public service, then this purpose may determine the outline of such a course. Regardless of the location or type of the college, if enough students present themselves for the classes, several of the nine major divisions of occupations in the United States census may serve as the bases of elective classes. In the department of philosophy, a course in ethics may be offered with direct application to vocations. In the department of psychology, courses may be offered in vocational psychology.

Introductory courses in the several departments (*Chart II, A III b*), if given the survey character, may treat of the vocations for which the departments prepare. It is not impossible that some of the departments may find it advisable to expand their advisory conferences in the senior year (*Chart II, A VI a*), into

seminars, as in the Kansas State Agricultural College. It is not to be expected, of course, that such seminars will be devoted entirely to vocations.

Opposition to guidance with reference to occupations in a liberal arts curriculum is sometimes expressed in the fear that the counselor may divert students from liberal arts into narrowly vocational courses. Probably it should be conceded that there is a real basis for this contention and that the counselor will divert some students from liberal arts into vocational curricula. But there will be compensation of two sorts for the liberal arts college. In the first place, the students that the counselor diverts from the college will be students who probably will be better served by the vocational curricula. They will be students who, had they remained in liberal arts, would have been misfits, probably striving to find vocational preparation within liberal arts. The second benefit to the college of liberal arts will be the reclaiming of students who have mistakenly enrolled in a professional college, and who are directed back into liberal studies by the counselor.

The transfer of students, as referred to in the above paragraph, will be made because of the fact that the counselor's primary interest is the student. He will endeavor to see that each student has as much cultural education as his situation makes advisable — that is to say, his mentality, his financial resources, his health, and other elements of his situation. The counselor will also strive to see that each student who needs vocational training allows the proper length of time for such vocational training and does not make the mistake of following a purely cultural course until his personal circumstances require his withdrawal from college. Such a student will undoubtedly be diverted into a professional or other vocational course before the final limit of his educational period has been reached.

It will remain for careful research to demonstrate whether, as a result of the activities of the counselor, students who leave the liberal arts course do so for a more definite purpose and with greater wisdom than those who have left it in the past, and whether those who remain in the college of liberal arts have a more definite realization of the cultural purposes of that college.

Organized advisory conferences. The addresses, conferences, and other features of freshman week have been discussed. In addition departmental conferences may be held in advance of every important choice of courses (Chart II, *A IV-VI b*). The conferences held in the latter part of the senior year (Chart II, *A VI a*) should relate to further education and to vocational opportunities. In addition, if any portion of the organized instruction regarding vocations or regarding college orientation be omitted, then it would be well to arrange conferences as a substitute.

It is necessary to observe great care that invited vocational lecturers do not give wrong impressions by their own strong or weak personalities or their prejudice. At Brown University the series of "intention lectures" given several years ago was not repeated because the students showed that they were as much affected by the personalities of the speakers as they were by the facts presented. One of the speakers at a series of addresses on vocations, given to students in the Graduate School of Business Administration of Harvard University, said that he had been asked to discuss the advantages and disadvantages of his particular industry; however, he continued, since there were no disadvantages he would confine himself to the advantages.

Such miscellaneous vocational lectures, if attendance is voluntary, will reach only the students who have already come to a realization of their need of vocational information. But the university should not make attendance at such casual and frequently ill-prepared lectures compulsory.

Advising individual students. The writer suggests the following arrangement for the administration of student advising:

A. Major department advisers (Chart I, *C 1*; Chart II, *A III-VI d*). Members of the department should advise students in any of the four years who have definitely committed themselves to specialization in the department, whether for vocational or other reasons. Such advisers will take care of the majority of students. Probably they should not enlarge the scope of their advice to underclassmen to include more than the curriculum, particularly since the present program provides orientation lectures and classes, and vocational interviews with the personnel office.

B. An auxiliary corps of general faculty advisers (Chart I, C 2; Chart II, *A III-VI d*). In the Stanford University report of 1913 (Chapter II), the point was made that the major department is competent to offer more than curriculum advice only when the student has a real vocational or other interest in the particular department. The Stanford University committee also stated that in college departments such as English, history, and economics, a number of the students have no such direct interest in the major field, and cannot therefore be adequately advised by the major department. Under the plan here proposed, such students would not report to the major departments for advice unless they chose. An auxiliary corps of general or inter-department faculty advisers would advise all students not definitely committed to a special department. This corps would also study and advise special groups of students assigned to its charge. An illustration of a group at work on the second of the indicated duties may be found at the University of Minnesota (Chapter IV). With the support of a well-organized personnel office, this corps of advisers could extend its advice to more students. Possibly an allowance of time would need to be made from other duties.

C. A committee on superior students (Chart I, C 3; Chart II, *A III-VI e*.) The committee on superior students should not relieve the above advisers of their regular functions with respect to superior students, but should supplement them. It should have the administration of special honors, prizes, and privileges. It could well conduct surveys periodically to locate students of the type it is charged with assisting. In connection with the personnel office it could conduct research as to the best methods of stimulating superior students.

D. A committee on elimination or disqualification of students (Chart I, C 4; Chart II, *A III-VI f*). The committee on elimination of students has been discussed at length above. Its duty should be to administer the university regulations regarding minimum scholarship requirements, and to supervise students on probation. The elimination of students will be determined, at least in part, by mechanical count of credits; it will depend on the policy of the institution whether this count is supplemented

by a personal investigation. The committee should endeavor to establish contacts with social service organizations in the community in order that eliminated students might be given in charge of such organizations if necessary.

E. A mental hygiene clinic (Chart I, C 9; Chart II, *A III-VI g*). For students whose difficulties of adjustment are such that they could be helped by reference to a psychiatrist, there should be provided a mental hygiene clinic. This will be discussed below under the heading of "Mental Hygiene."

F. The personnel office (Chart I, C 7). The coördination of all these advisory bodies and possibly the supplying of secretaries for them would be the duty of the personnel office. In addition to other duties, which will be discussed in the latter part of the chapter, it should have certain responsibilities of advice and counsel. In the freshman year all students should be interviewed, in part to complete their records and in part for advising. It is expected that the information they would seek in this interview would be related to the information and advice they had already received in orientation lectures and their early college experience. Some of them might wish vocational counsel as a basis for necessary freshman and sophomore decisions. In the sophomore year, in connection with the class in vocational orientation, the personnel office might assist with the interviews on personal problems. At this time the student's organized study of vocations would equip him to seek and comprehend vocational advice of a more specific type than in his freshman year. Probably many of the sophomores would need to be referred by the personnel office to faculty members especially equipped to handle technical questions.

In the senior year each student would be interviewed with two purposes in mind, first to review his vocational and educational plans, and second to determine whether he will need the aid of the placement service. Following this interview it might be necessary for the personnel office to refer him to faculty members or to vocational consultants outside the university.

Special groups of students being studied for research purposes or some other reason would be interviewed in accordance with such needs.

The personnel office would interview students with regard to placement whenever they asked for this service whether for part-time, vacation, or permanent work.

It would also consult students on their initiative at any time that problems might arise in which it could be of assistance.

G. The dean of the college (Chart I, *A 2*). The administrative head of the college would direct the entire advisory system, although, as has been stated above, coördination would be chiefly in the hands of the personnel office.

H. Dean of men and dean of women (Chart I, *B 4*). Certain types of advice would necessarily be given by the deans of men and of women, particularly with relation to living quarters, to students' organizations, and to morale. If these officers are individually qualified they might very profitably be placed on one or more of the advisory committees. Whether or not they have such assignment, each of the advisory groups would be sure to need their coöperation.

To the dean of the college and to the deans of men and of women would come problems of individual adjustment in many forms, although it is hoped that the proper functioning of the plan here presented would relieve them from some of this burden and would equip the students who come to them for advice and assistance with knowledge and understanding so that they might receive the maximum benefit from that advice.

I. Supplementing the administrative units would be volunteer workers. Senior students might assist freshmen through the first weeks; members of the faculty and men and women in vocations could be asked to serve as consultants when technical advice is needed. The Christian associations and other groups working among the student body might render advisory service, extensive or limited according to the provision of advice by the university administration and according to the preparation and interest of the staff of these organizations.

The volunteer workers are subject to the criticisms made of volunteer workers by social service agencies in general. Probably the criticisms may be condensed into two statements: that they frequently are not professionally prepared for their duties, and

that they do not continue to feel responsibility. For these reasons volunteer work should be closely supervised.

To summarize the topic of organized advising, a number of advisory functions have been suggested with their assignment to suitable committees and organizations. Probably each particular college or university will assign these duties to committees in different fashion. If there be weakness or entire absence of a central personnel office, other portions of this program can nevertheless be undertaken.

Mental hygiene. The mental hygiene services at the University of Minnesota and at Brown University have been discussed in Chapter IV. A simple questionnaire to be required of entering freshmen and the reference of students by deans and other officers have been indicated as means of bringing to the clinic students who need its services. At Brown University one of the orientation lectures given in the freshman week is devoted to problems of mental hygiene. The question of the advisability of an organized course or series of such lectures in mental hygiene is an important one that must be settled by competent persons. Some psychiatrists advocate a required class of this type, others, notably Dr. A. W. Morrison at the University of Minnesota, feel that, because of the great difference in students who need clinical assistance, not only would they not profit by being subjected to the same general course in mental hygiene, but in fact elements in the course which would help one such student might be positively harmful to others. Yet there remains the possibility of a course not technically devoted to mental hygiene but, as in the case of Professor Jones's course in philosophy at Brown University, concerned with objectives in life and bringing in personal questions in an incidental fashion.

The importance of mental hygiene was suggested in an address to a Harvard University audience on March 29, 1925 by Professor Kirsopp Lake. Professor Lake divided education into three historical stages. In the first stage, lasting until the Middle Ages, the young were taught merely the rudiments. In the second stage, beginning with the rise of the universities in the eleventh century, the training of the intellect was undertaken, with such success that

we now have in the world a group of individuals who can approach an intellectual problem with a technique and background of understanding. The third educational stage involves a similar training and knowledge of the emotions. We are just at the beginning of this stage, but we may look forward with hope to a day when there will be a body of persons capable of reacting to the situations of life with a technique and a background of understanding of emotions.

Placement (in employment). In the larger institutions, several offices are often found to be taking the responsibility for different phases of placement. One of these phases relates to the placement of students in part-time positions. A second type early provided for is the placement of teachers. A third type is the placement of graduates of technical departments; if an organized service is not conducted by such departments, informal placement of this nature is commonly found. Undoubtedly the most difficult persons to find positions for are the unspecialized graduates of the liberal arts college, seeking positions in the great number of vocations open to them. Quite naturally, service to these students is the last to be organized. In fact it is frequently assumed by the alumni association, possibly in connection with a placement bureau for the service of alumni.

The dean of men and the dean of women are concerned with the placement of students who work in homes for board or room. Frequently they extend their interest to other types of part-time placement.

Goucher College (Md.) affords an interesting example of organization for the part-time placement of students. This college has not been reported upon in the present study, as the writer was unable to visit Baltimore, but it is active in guidance and placement. The bureau at Goucher College endeavors to place students in part-time positions so selected as to be of value for try-out purposes and for vocational decisions. The motives and methods will be recognized as similar to those underlying coöperative part-time plans in which college and school alternate. There is no reason why similar results may not be obtained by the Goucher College scheme. The person in charge will need to

be careful not to waste too much time on the fitness of the smaller or subsistence jobs, and to confine the efforts at adjustment of student and work, to positions of such magnitude that neither the student nor the employer whose patient coöperation has been secured will feel that the motivation read into the job is out of proportion to the performance.

The question of the complete centralization of the placement services is not a simple one. Mr. Hopkins of Northwestern University has been quoted in Chapter IV to the effect that the contact of the departments with the vocational world is too valuable to be surrendered to a centralized placement service. Mr. Hopkins studies vocational opportunities and the individual students, so that when he or an outsider refers an opening to the department it may have the benefit of the information that he has gathered. The advantage of making the records of part-time placements available for the final placement service has been discussed in Chapter IV in connection with Mr. N. D. McKnight's office at Columbia University. Probably the centralized office furnishes the best solution of the problem, unless the institution be very large, in which case part-time placement and teacher placement may be handled separately. Whether the office be centralized or not, there should be coöperation between departments of the placement service, and the contacts of the university departments with industry should be conserved.

Placement is a problem which will probably involve intercollegiate coöperation in its final solution. A series of placement bureaus for trained women has been mentioned several times through this study. They render important service to the students and graduates of women's colleges. To be sure they are not technically intercollegiate, but their relations with the colleges have made them practically so. Efforts have been made to establish intercollegiate offices for the placement of men graduates, but as yet we have not succeeded.

The value of placement is so real that attention should be drawn to it here. When a student completes a course, particularly if it be a technical course, he is thereby better prepared for certain lines of effort than for others. If he is not given assistance, how-

ever, in securing work in the line for which he has been prepared, he is very likely to drift into a position only remotely related to his preparation, if indeed there be any relation. From the point of view of the university the waste of technical training on a person who fails to use it represents a regrettable economic loss. The provision of a placement service is indeed a step in human and financial economy. The availability of such an office during the early years of the graduate's vocational experience is almost equally important, since initial discouragement which should not cause him to change the nature of his vocation is nevertheless very liable to have that result. The university placement office could make the relative values plain to him and in many cases could keep him in his occupation or a related one where he may use his technical preparation.

Preparation of counselors. Personnel research workers and counselors will need to be trained for secondary schools and colleges.

Students who are preparing to become research workers will probably devote the larger part of their attention to the subjects of economics, including statistics, and of psychology. Those preparing to undertake counseling or other service aspects of vocational guidance should probably major in education and sociology. Those who are preparing for mental hygiene, unless the future bring some rearrangement of requirements, will probably need a full medical degree. All three of the groups named should be familiar to some extent with the subjects named as specialties for the others. It will be noted in Chart II that classes are provided under *A V-VI a* and *A V-VI b*; the first being designed for liberal arts students who desire further information on vocations than is given in the class *A IV a*; and the second for counselors. Presumably the counselors will also be required to take some of the liberal arts classes in vocations.

Graduate students will find many opportunities for participation in the program of guidance. The technical questions regarding the department to supervise their programs and to approve them for degrees will be settled independently for each institution.

Personnel research and records. Records should not be accumulated unless there be sufficient staff to make use of them.

The registrar of Stanford University told the committee on individual training and vocational guidance in 1911 that he had for some years included a question on the matriculation blank asking the vocational objective of the student, but that as no one had made use of the information, he had discontinued the question. The writer witnessed the abandonment of required intelligence tests at the Southern Branch of the University of California chiefly because little other than statistical use was made of the results. The director of vocational guidance for the city schools of Boston said in 1921 that she had a great mass of material stored away that would make a fruitful field for research for several doctors' theses.

Professor B. D. Wood of Columbia University has estimated (Chapter IV) that the money spent for teaching and for personnel work, including research and counseling, should be in the ratio of 3 to 1.

A fundamental consideration which will affect the nature and amount of records and counseling, is the question whether the services rendered students in counsel, placement, and the giving of information shall grow out of personnel research, or the research shall follow lines indicated as necessary by those engaged in service.

Personnel records should be begun in the secondary school or earlier and carried forward in the college. These records should be designed for actual service to the individual. Experimental or research elements in them other than those which may also be of service to the individual should be subordinated, as students should not be subjected to an indefinite amount of experimental questioning and testing.

Scholarship records and scores in placement tests should be obtained from the registrar's files for the personnel office. An interesting example of the summarizing and codification of such records is that afforded by the executive secretary of Brown University (Chapter IV), who reduces the scholarship records of seniors to a decile rating.

Records of intelligence tests are of definite value for administrative purposes and for guidance, as is attested by the studies

reported in the bibliography under the classification "Personnel Research."

Chart II makes no provision for aptitude tests. These are as yet experimental. Until they have demonstrated their applicability to higher education they should be given no more of a place than their experimental nature warrants. Probably their use for the present should be by departments. At the University of California, Southern Branch, the music department has made use of prognostic tests in an experimental way for several years.

Character ratings by high-school principals have been listed in Chart II (*B II a*) with qualifications called forth by the fact that the value of such ratings is now in question. The rating scales used so widely by the United States Army, and applied to education and industry, are now being subjected to critical research. If their value proves low, their use should of course be abandoned. Other means of estimating and testing character are being developed, and it is quite possible that a regular place in the guidance program may be established for them.

Record should be kept of the substance of interviews with the student. For example, it is the practice of the special group of advisers at the University of Minnesota (Chapter IV) to make a summary of the student's identity and problems as early as these can be reported upon. In the College of Commerce and Administration of the University of Chicago, an interview is held shortly after matriculation and is entered in the student's personal file. At Northwestern University the required interview with freshmen is in part for advising them but even more for the completion of the records.

The miscellaneous activities of students and of alumni may well be reported upon by committees of their own choice. It will be noted in Chart II that a committee for keeping such records of students has been included. A similar committee might well have been suggested in the chart for the alumni.

Employment records with reports from the employer should be included in the student's file.

Personnel research should not only yield information about the individual student, but should also concern itself with the ade-

quacy of the instruction and counsel which he receives in the university. It should strive to establish sound bases of educational and vocational prognosis, sound methods of interview and of counsel. It will of course be concerned with the content and methods in the class in vocational information. The studies of the effects of instruction will enable the departments to improve the content of courses and their definition of prerequisites. The curriculum may be altered to include subjects found to be advisable. Standards of admission and of elimination may be more accurately determined. Special privileges to honors students may be made stimulating and fruitful.

It is impracticable to attempt to list the possible fields for personnel research. In the last analysis much of the research of the department of psychology would be related directly or indirectly to this topic, as would many studies in sociology.

There is every prospect that research will soon be organized on an intercollegiate basis, making available to each institution facts determined by national studies. Such research will probably require participation by member colleges, with such local research as that may involve. The account of the activities of the Society for the Promotion of Engineering Education touched upon at many places in this study will show the scope of such coöperative research enterprise. The various intercollegiate organizations mentioned in the latter part of Chapter IV will suggest possibilities of coöperative research.

One phase of research is publication. The available descriptions of vocations are too infrequently based upon sound research. Comments to this effect were made at many of the institutions visited. Mr. Frederick J. Allen, editor of the "Vocational Guidance Magazine," and long a contributor to vocational literature, has pointed out some of the frequent shortcomings in articles on vocations. Of course he dismisses at once articles containing sectarian or economic propaganda and those that use superlatives indiscriminately for whatever occupation is presented. An article written by a single author is less scientific and unprejudiced than if based upon the opinions of many competent judges. If the author is a member of the vocation he is discussing, he is quite

likely to be prejudiced, or at the best to be more concerned about one phase of the vocation than about others, resulting in the first instance in incorrect statements, and in the second instance in an unbalanced presentation. Many vocational articles are casual or reminiscent, giving no evidence of study on the part of the writer or of effort to ascertain the problems which influence young people's choices. However, if the author be a teacher or scholar, the article is likely to be of a higher order than that from the pen of a member of the occupation under discussion. The teacher manifests his professional ability in his writing, and the scholar his reliance on authorities rather than unsupported statements. There is great need for vocational studies of the coöperative type, based on true research and designed to answer fundamental questions.

However, there is already at hand sufficient literature to warrant the class in occupations. The United States census and similar statistical studies by government and state departments, studies of vocations by universities and other impartial and competent organizations, magazines devoted to vocational guidance, to the various branches of psychology, to sociology, to mental hygiene, and to economic questions, are already available. Furthermore, the study of vocations is more affected by democratic methods than are most college classes. Its aim is to develop self-guidance in the students. Coöperation by the students in the collection and presentation of the material of the course is a wholesome means toward self-guidance. The instructor need not pretend omniscience regarding vocations. He can assist his students to attack the study of vocations with such material as he can put his hands on and direct them to the chief sources of information.

Publications on experiments in individual psychology have probably been more scientific than many of the vocational descriptions, yet these publications need careful review and criticism before great reliance can be placed upon them. There is need for central coördination of the results of such studies and for the stimulation of research with respect to many questions not yet reported upon.

The publications on personnel administration in colleges are quite meagre. Much more has been published with regard to such activity in industry. In both fields coöperative enterprise will be very valuable.

Personnel office. Chart I indicates the administrative relations of the personnel office to other bodies. The director of the office should have faculty rank and probably should conduct the class in vocational orientation. He should be under the administrative direction of the dean of the college (*A 2*), unless he is serving the entire university, in which case the arrangements should be coöperative. It would be well for the faculty (*A 1*) to establish a standing committee on student personnel (*B 1*). The personnel office should consult with this committee with regard to its policies and through the committee make an annual report to the faculty. The personnel office should set up an advisory body composed of men and women representing the important vocations open to students (*B 3*). This committee should help the personnel office determine its policies, giving them a practical touch, and it may provide a group of vocational consultants, ready to interview individual students or to give other service at the request of the personnel office. The dean of men and dean of women (*B 4*) and the collegiate departments (*B 2*) should help determine the policies of the personnel office.

The various advisory bodies indicated in Chart I as coördinate with the personnel office have been discussed above. The personnel office might well furnish secretaries and keep records for the coöperating committees. Under *C 6*, it has been suggested that various faculty and administrative groups may undertake research bearing upon vocations or personnel information and that the personnel office should coöperate with such groups.

The relations between the personnel office and the registrar will necessarily be very close, but the offices should not be consolidated. The personnel office will be required to give enough attention to routine recording. If it were to be made an integral part of the registrar's office, it would be surrounded by so complete a program of recording that it might be inclined to slight its other activities. The purpose of the personnel office is not the

administration of university regulations as is the case in the registrar's office, but rather the analysis and solution of individual problems.

The functions of the personnel office may be listed as follows:

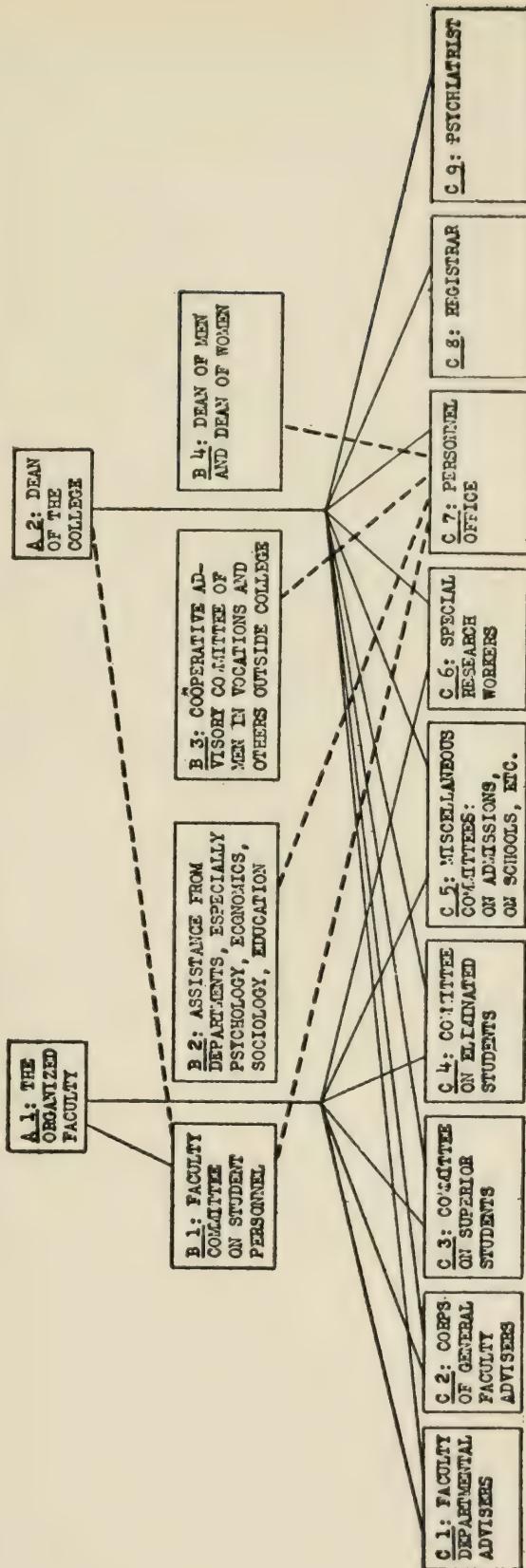
- (1) Coöperation with the committees and officers indicated in Chart I.
- (2) Interviewing students to secure information for records and to advise the students (Chart II, *A III-VI c*).
- (3) The administration of tests, questionnaires, ratings, and similar devices (Chart II, *B II a, b, c, d, e, B IV a, B III-VI c*).
- (4) Keeping individual records in condition for ready use.
- (5) Personal and vocational research and coöperation with others involved in such research.
- (6) The administration of the class in vocational orientation or coöperation with its instructor; and coöperation with the departments in charge of the combined course in college and cultural orientation and of the further vocational information courses (Chart II, *A V-VI a and b*).
- (7) Advisory relations with the departments of the college with regard to providing counsel before important choices of students and in the latter part of the senior year. (Chart II, *A IV-VI b, A VI a*).
- (8) Coöperative or advisory relations with the department of education in the preparation of vocational counselors and personnel research workers (Chart II, *A V-VI b*).
- (9) Joint supervision with the dean of the college of the volunteer advisers, previously discussed (Chart II, *D II b*).
- (10) Joint supervision with the dean of the college and others of freshman week, guidance bulletins, and other special devices.
- (11) Direction of the library shelf on vocational literature.
- (12) Placement (Chart II, *C III-VII a*); if this service is decentralized, then the personnel office should place all students not otherwise provided for, and should co-ordinate all placement agencies.
- (13) Follow-up of graduates in vocations for purposes of research and assistance (Chart II, *C III-VII b*).

To the program of vocational guidance and personnel research which has been proposed, sociology will be the greatest contributor, extending service not only to students who have shown themselves to be problem cases, but anticipating future personal crises and equipping all students to meet them. Probably the greater amount of information given to the students under this program will be in the field of economics, namely, descriptions of occupations and of problems found in human work. Psychology will contribute to the technique of measuring and advising individuals, to an understanding of their mental processes and their underlying motives, and to the correlation of their personal traits with vocational requirements. The department of education has supported vocational guidance more than have any other collegiate departments, and may be expected to continue its support. This department does not represent a category of knowledge as do the others referred to, and therefore may not be looked to for contribution toward one phase of guidance more than another. Possibly it may maintain the difficult balance between research and service.

The administration of the college, by determining standards of admission, disqualification, and graduation, by providing one type of education and not another, by making the curricula consist more or less of required as distinguished from elective subjects, has established limits within which the student may be guided. The required curriculum of a century ago served to guide all students to the same cultural goal. The free elective system surrendered the helm to the individual himself, permitting him to make choices among the classes offered by the college. However, it was found that the student is too immature to assume so full a responsibility for the choice of courses. Consequently, the elective system has been modified, in one direction by requiring the student to arrange many of his studies according to required standards, and in the direction of vocational guidance by giving him instruction in the meaning of the various phases of the education he is receiving, so that he may see the process in the light of present and future values and may make necessary choices in the light of a sound vocational and cultural objective.

CHART I

PLAN OF THE ADMINISTRATIVE RELATIONSHIPS OF THE PERSONNEL OFFICE



Solid lines indicate authority. Heavy dashed lines indicate co-operation in determining policies of personnel office.

PLAN FOR VOCATIONAL GUIDANCE AND PERSONNEL RESEARCH FOR S

Each column represents a period of the student's co
Each of the four major horizontal sections represent
Items in the chart are designated by letters and num

TYPES OF GUIDANCE OR PERSONNEL RESEARCH	I	II	III
	BEFORE ACCEPTANCE OF CANDIDATE	AFTER ACCEPTANCE; INDUCTION	FRESHMAN YEAR
A: COUNSEL, ORIENTATION, VOCATIONAL INFORMATION	<p><u>A I a:</u> BULLETINS DESCRIBING COURSES OFFERED BY COLLEGE WITH THEIR VOCATIONAL OBJECTIVES, AND EXPLAINING PREREQUISITES</p> <p><u>A I b:</u> COMMITTEE ON SCHOOLS, WHEN VISITING SECONDARY SCHOOLS, HOLD CONFERENCES WITH TEACHERS AND PUPILS, AND DISTRIBUTE BULLETINS (A I a)</p>	<p><u>A II a:</u> FRESHMAN WEEK (IF THOUGHT DESIRABLE) WITH COLLEGE ORIENTATION LECTURES</p>	<p><u>A III a:</u> FULL YEAR OR HALF YEAR CLASS IN COLLEGE AND CULTURAL ORIENTATION</p> <p><u>A III b:</u> AIM OF INTRODUCTORY COURSES WHERE POSSIBLE TO GIVE IN ADDITION TO FUNDAMENTALS A SURVEY OF FIELD THE DEPARTMENT AND A TYPICAL OF TYPICAL PROCESSES</p> <p><u>A III-VI c:</u> (SEE B III-VI) RECEIVE COUNSEL</p> <p><u>A III-VI d:</u> CURRICULUM AND</p> <p><u>A III-VI e:</u> COMMITTEE ON</p> <p><u>A III-VI f:</u> COMMITTEE ON</p> <p><u>A III-VI g:</u> MENTAL HYGIENE</p> <p><u>A III-VI h:</u> LIBRARY SHELVES</p> <p><u>A III-VI i:</u> POSSIBLY A S</p>
B: ANALYSIS OF STUDENTS; RECORDS	<p><u>B I a:</u> PERSONNEL RECORDS SHOULD BE BEGUN IN THE HIGH SCHOOL OR EARLIER. COLLEGE SHOULD ENCOURAGE SUCH RECORDS IN THE SCHOOLS IN ITS TERRITORY</p>	<p><u>B II a:</u> CHARACTER RATING BY PRINCIPAL OF SECONDARY SCHOOL AND OTHERS IF FOUND VALUABLE</p> <p><u>B II b:</u> PERSONNEL QUESTIONNAIRE FILLED OUT BY STUDENT</p> <p><u>B II c:</u> INTELLIGENCE TEST</p> <p><u>B II d:</u> MENTAL HYGIENE QUESTIONNAIRE</p> <p><u>B II e:</u> SUBJECT TESTS FOR PLACEMENT IN CLASS SECTIONS</p>	<p><u>B III-VI a:</u> (SEE A III-VI)</p> <p><u>B III-VI b:</u> REGISTRAR'S</p> <p><u>B III-VI c:</u> CHARACTER RATING</p> <p><u>B III-VII d:</u> RECORD OF EACH STUDENT</p> <p><u>B III-VI e:</u> RECORD OF INDIVIDUAL STUDENTS (SEE D III-VI a)</p>
C: PLACEMENT; SECURING EMPLOYMENT			<p><u>C III-VII a:</u> PERSONNEL COUNSELOR TO COLLEGE AGENCIES TO DIPLOMA</p> <p><u>C III-VII b:</u> AFTER PLACEMENT</p>
D: COOPERATION BY STUDENTS	<p><u>D I a:</u> STUDENT REPORTS TO ATTRACT HIGH SCHOOL PUPILS TO THE COLLEGE SHOULD BE SUPERVISED</p>	<p><u>D II a:</u> FRESHMAN HANDBOOK</p> <p><u>D II b:</u> UPPER CLASS STUDENTS AS ADVISERS FOR FRESHMEN</p>	<p><u>D III-VI a:</u> COMMITTEE ON</p> <p><u>D III-VI b:</u> STUDENT ACTIVITIES IN VOCATIONAL DECISION</p> <p><u>D III-VI c:</u> PROFESSIONAL WORK RELATED TO DEPARTMENT, ETC.</p>

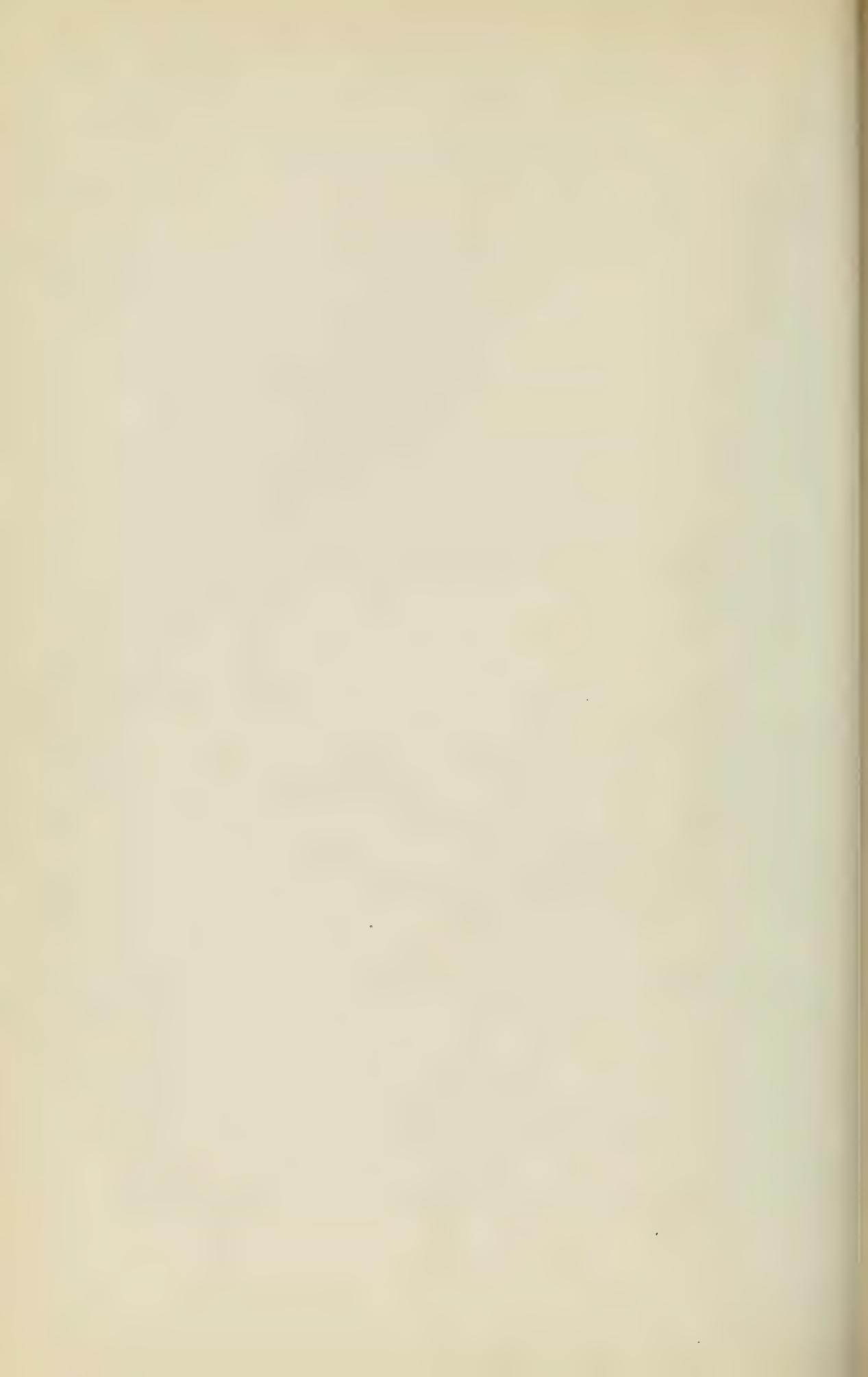
ENTS PROGRESSING THROUGH A FOUR YEAR LIBERAL ARTS COLLEGE

e progress. Time is measured toward the right.

be of guidance or personnel research.

which indicate row and column.

IV SOPHOMORE YEAR	V JUNIOR YEAR	VI SENIOR YEAR	VII AFTER GRADUATION
<u>IV a: HALF YEAR CLASS IN VOCATIONAL ORIENTATION</u> <u>SEE B IV a)</u>		<u>A VI a: DEPARTMENTAL CONFERENCES TOWARD END OF YEAR, DEALING WITH FURTHER EDUCATION AND WITH VOCATIONAL POSSIBILITIES</u>	
	<u>A V-VI a: ELECTIVE COURSES IN VOCATIONAL INFORMATION FOLLOWING (A IV a)</u> <u>A V-VI b: COURSES IN VOCATIONAL GUIDANCE GIVEN TO TEACHERS BY DEPARTMENT OF EDUCATION</u>		
<u>IV-VI b: DEPARTMENTAL CONFERENCES PRIOR TO EACH IMPORTANT CHOICE OF COURSES</u> <u>RECORDS OF INDIVIDUAL CONFERENCES WITH PERSONNEL OFFICE TO COMPLETE RECORDS AND TO</u>			
<u>FROM DEPARTMENTAL ADVISER OR GENERAL ADVISER</u> <u>FOR STUDENTS, PRIZES, AND PRIVILEGES</u> <u>ADMITTED STUDENTS</u>			
<u>EDUCATIONAL LITERATURE AND COLLEGE AND UNIVERSITY CATALOGUES</u> <u>BULLETINS FOLLOWING (A I a)</u>			
<u>IV a: PERSONAL DATA FOR RECORDS FROM CLASS (A IV a)</u>			
<u>COMPLETION OF INDIVIDUAL RECORDS BY PERSONAL INTERVIEWS</u> <u>RECORDS SUMMARIZED FOR PERSONNEL RECORDS</u>			
<u>INSTRUCTORS (IN SO FAR AS FOUND VALUABLE) FOR PURPOSES OF COUNSEL AND PLACEMENT</u> <u>EMPLOYERS; RATINGS BY EMPLOYERS; FOLLOW-UP RESEARCH QUESTIONNAIRES (SEE C III-VII b)</u>			
<u>STUDENT'S PARTICIPATION IN STUDENT ACTIVITIES KEPT BY STUDENT COMMITTEE</u>			
<u>SECURE PART-TIME, VACATION, AND FULL-TIME EMPLOYMENT FOR STUDENTS, GRADUATES, AND NON-GRADUATES (PERMIT OTHER TRANSPORT ONLY UNTIL COLLEGE ASSUMES RESPONSIBILITY; COOPERATE WITH INTERCOLLEGiate PLACEMENT ENTERPRISES)</u> <u>FOLLOW-UP SERVICE AND RESEARCH QUESTIONNAIRES (SEE B III-VII d)</u>			
<u>ESTS TO KEEP RECORD OF ACTIVITIES OF INDIVIDUALS (SEE B III-VI e)</u> <u>TO RECOGNIZE AMONG THEIR FUNCTIONS THAT THEY FURNISH TRY-OUT EXPERIENCES OF VALUE FOR</u>			
<u>DEPARTMENTAL SOCIETIES TO GIVE SOME PLACE IN PROGRAMS FOR CONSIDERATION OF VOCATIONS</u> <u>DEAN'S OF PREPARATION</u>			



APPENDICES

APPENDIX A

QUESTIONNAIRE SENT BY THE COMMITTEE ON INDIVIDUAL TRAINING AND VOCATIONAL GUIDANCE OF STANFORD UNIVERSITY TO THE COLLEGES AND UNIVERSITIES OF THE COUNTRY, FEBRUARY 14, 1912

STANFORD UNIVERSITY, CAL.
February 14, 1912.

DEAR SIR:

The Academic Council of the Leland Stanford Junior University has recently appointed a committee to investigate the problem of individual training and the vocational guidance of students. The Committee has adopted for its guidance the following tentative definitions of these terms:

(a) Individual training is to be understood as a relation between individual students and individual instructors, for the purpose of developing the capacities and meeting the peculiar needs of each student.

(b) Vocational guidance is to be understood as the dissemination among students of information regarding the various vocations and professions open to college graduates and of advice regarding the nature of the aptitude and training required for success in each.

The Committee desires to obtain as complete information as possible in regard to devices that have been tried in other colleges and universities to secure these ends and will esteem it a great favor if you will answer the enclosed questions and aid it with any information at your disposal.

Yours very sincerely,

(Signed) GEORGE H. SABINE, *Secretary.*

(1) Does there exist in your institution any device especially intended to secure individual training or vocational guidance? If so, kindly state its nature.

(2) Have you a system of faculty advisers for students? If so, how is the adviser selected?

What power has he over the student's choice of studies?

To what extent does the adviser actually supervise the student's course? For example, is the guidance mainly in matters of routine,

such as the fulfillment of requirements, or does it extend to more serious problems, such as the selection of a suitable course, the arrangement of proper sequences of studies, or the choice of a profession?

Do you find that in practice the system of faculty advisers does secure individual training or vocational guidance?

If not, what do you consider its chief defects?

(3) Are your students required at any point in their undergraduate course to select a major department or a major group of studies? If so, at what time in the course?

After the selection of a major department, does this department then become responsible for the student's individual training or his vocational guidance, or do any other means to these ends coexist with the major department?

Have any of your departments perfected special devices for securing either of these ends?

Does your experience indicate that the major department is an adequate means of securing individual training and vocational guidance?

If not, what are its defects?

(4) Does your institution grant degrees with honors? If so, is the work of honor students arranged to secure for them a greater degree of individual training than is given to the ordinary student?

(5) Has your institution, or any of its members, at any time considered especially the problems of individual training and vocational guidance?

If so, we shall esteem it a favor if you will send us any information on the subject, such as reports of committees, or other publications, or put us into communication with anyone who can furnish such information.

APPENDIX B

LIST OF COLLEGES AND UNIVERSITIES WHICH RESPONDED TO THE STANFORD UNIVERSITY QUESTIONNAIRE OF FEBRUARY 14, 1912

Amherst College	Massachusetts Agricultural College
Arizona, University of	Miami University
Bowdoin College	Michigan, University of
Brown University	(Engineering Department)
Case School of Applied Science	(Literature, Science, etc.)
Chicago, University of	Michigan Agricultural College
Cincinnati, University of	Middlebury College
Clark University (Coll. Department)	Minnesota, University of
Colorado, University of	Missouri, University of
Columbia University	Montana, University of
Barnard College	Mt. Holyoke College
Cornell University	Nebraska, University of
Dartmouth College	Nebraska Wesleyan University
DePauw University	Nevada, University of
Doane College	New York University
Florida, University of	North Carolina, University of
Georgia, University of	North Carolina College of Agriculture and Mechanic Arts
Goucher College	North Dakota, University of
Hamilton College	Northwestern University
Harvard University	(Liberal Arts)
Haverford College	(Law School)
Illinois, University of	(School of Commerce)
Indiana, University of	Oberlin College
Iowa State University	Occidental College
James Milliken University	Ohio Wesleyan University
Johns Hopkins University	Oklahoma, University of
Kansas, University of	Ottawa University
(Graduate School)	Pomona College
(School of Engineering)	Princeton University
Knoxville College	Purdue University
Lehigh University	Reed College
Maine, University of	Ripon College

Rockford College	Wabash College
Rutgers College	Washington University
St. Xavier College	Wellesley College
Simmons College	Wesleyan University (Conn.)
Smith College	Western Reserve University
South Dakota, University of	West Virginia, University of
Swarthmore College	Williams College
Syracuse University	Wisconsin, University of
Texas, University of	Wooster University
Tufts College	Wyoming, University of
Tulane University	Yale University
Utah, University of	(College)
Vermont, University of	(Sheffield Scientific School)

APPENDIX C

QUESTIONNAIRE SENT BY THE COMMITTEE ON VOCATIONAL GUIDANCE OF STANFORD UNIVERSITY TO GRADUATES OF THE UNIVERSITY, OCTOBER 21, 1913

Leland Stanford Junior University Committee on Vocational Guidance, Stanford University, Cal., October 21, 1913.

Dear Sir:— The Faculty of the University has recently created a new standing committee to be known as the Committee on the Vocational Guidance of Students. The purpose of this Committee is to give students accurate information regarding the requirements of various vocations, in order that they may choose their vocations intelligently and prepare for them wisely. The Committee is anxious to get as broad and as accurate information as possible, and to this end it has decided to ask help of the older alumni, believing that their experience will be of material assistance to the students now in the University. The Committee will be grateful to you if you will answer the following questions as fully and as accurately as possible.

Yours sincerely,

THE COMMITTEE ON VOCATIONAL GUIDANCE.

Name

Address

Year of Graduation

Degree

Major Department

What vocations have you followed since graduation? Please state in order, with the time spent in each. Please be explicit. Do not answer, for example, "Engineer," but state precisely what your vocations have been.

What educational preparation, other than your university course, was necessary for these vocations?

When did you decide to enter your vocation? i. e., before entering the University, during your course, or after graduation.

To what extent did you select your studies at Stanford with a view to preparing for your present vocation?

If you were sending a boy or girl to the University next year to prepare him to enter your vocation, what subjects would you advise him to select?

What annual return in money does your vocation make to the man of average success:

- (a) At the start?
- (b) After five years?
- (c) After ten years?

What amount of capital is required?

Is the number of openings fixed, increasing or decreasing?

Aside from monetary rewards, what special advantages or disadvantages does the vocation offer?

What personal qualifications are necessary for success?

What definite steps would you advise for one desiring to enter your vocation?

Remarks or suggestions:

APPENDIX D

QUESTIONNAIRE PREPARED BY THE HARVARD UNIVERSITY BUREAU OF VOCATIONAL GUIDANCE AND MAILED TO THE PRESIDENTS OF COLLEGES AND UNIVERSITIES OF THE UNITED STATES, NOVEMBER 3, 1920

DEPARTMENT OF THE INTERIOR

Bureau of Education, Washington

November 3, 1920.

TO THE PRESIDENTS OF COLLEGES AND UNIVERSITIES:

The Bureau of Education through coöperation with the Bureau of Vocational Guidance of the Graduate School of Education, Harvard University, desires to present practices and policies in connection with vocational guidance in the higher educational institutions of the United States, in order to make that information available for the use of those institutions.

For the purpose of this questionnaire, vocational guidance is taken to mean the general process of helping the individual student to choose, to plan his preparation for, to enter upon, and to make progress in an occupation. This involves counseling him as to his selection of a vocation and as to his course of studies, and also involves actual placement in some field of work.

It is expected that the information secured will be of great value to all educational institutions of the country. We shall be glad to send you the information compiled as a result of this questionnaire. Your coöperation in this study is earnestly requested.

Yours sincerely,

P. P. CLAXTON, *Commissioner.*

Name of institution.....

Address.....

Name of person filling out questionnaire.....

Official title

I. Is your institution carrying on vocational guidance for students?

.....

A. How long has it been doing so?

B. If not, are you contemplating such service to your students?

C. Is your institution a member of any intercollegiate organization to foster vocational guidance?

II. By which of the following is vocational counseling carried on:

A. Special vocational counselor?

 1. Resident?

 2. Full time?

B. Dean of freshmen?

C. Dean of men?

D. Dean of women?

E. Student committee?

F. Outside organizations?

.....

(NOTE: *Placement* will be taken up in Question IV.)

III. Method of carrying on vocational guidance:

A. Are conferences held with individual students?

 1. Under charge of what officer?

B. Are conferences held for groups of students with similar vocational interests?

 1. Under charge of what officer?

 2. What subjects are covered?

C. Is there a regular class at your institution for the study of occupations?

 1. If so, at what point in the student's progress is this course given?

 2. Is it required of all students?

 3. Is credit given?

 4. By whom is the course given?

 5. Details

.....

D. Are special lectures given on vocational topics:

 1. By the faculty?

 2. By outside speakers?

 3. To the entire student body?

 4. To special or class groups?

E. In the regular courses, is an organized attempt made to bring out vocational implications?.....
Details.....
.....

F. Is vocational purpose (together with civic and cultural purposes) regularly considered in the choice of courses?.....
1. Do you accept and announce that the vocational purpose is one of the recognized criteria in selecting a course?.....
.....
2. At what point in the student's course do you encourage vocational decision?.....
.....
3. Do you provide information as to the occupations toward which the various subjects of the curriculum prepare?.....
.....
Do you provide courses designed to fit specifically for different occupations, which may be elected by undergraduates in the college?.....

G. Do your students participate in intercollegiate conferences of students to obtain and disseminate vocational information?.....

H. Does your library reserve special space for publications:
1. On vocational subjects?.....
2. On opportunities in professional and post-graduate schools (catalogs, etc.)?.....
..... or
3. Does the library offer special service to students in these fields?.....
.....

I. Have you made any local vocational surveys which would be of service to your students?.....

IV. Is a placement service maintained:.....

A. For graduates?.....

B. For seniors about to graduate?.....

C. For other undergraduates?
1. Summer employment?.....
2. Part-time employment during session?.....

D. For non-graduates?.....

E. By whom is the placement service carried on?

F. Please describe the connection between placement and vocational counseling in your institution.

V. Are the following records kept of individual students, in addition to matriculation, registration, and grades:

A. Do you give general intelligence tests?

B. Do you keep records of athletics and student activities?

C. Do you keep a permanent record of the opinions of instructors and other officers regarding individual students?

D. Do you use the material obtained in such personal records in counseling the students?

E. Do you use this material in the placement service?

VI. Please send forms and blanks used in vocational counseling and placement work, including the matriculation and registration blanks. Please send also any local publications on these topics, and give references to publications and articles treating of your local situation that are nationally accessible.

APPENDIX E

QUESTIONNAIRE SENT BY THE WRITER AS AN INDEPENDENT STUDY
SUPPLEMENTARY TO THE STUDY CONDUCTED IN COÖPERATION
WITH THE UNITED STATES BUREAU OF EDUCATION. THIS QUES-
TIONNAIRE WAS MAILED TO THE COLLEGES AND UNIVERSITIES OF
NEW ENGLAND, OCTOBER 25, 1920

HARVARD UNIVERSITY

Graduate School of Education, Bureau of Vocational Guidance

JOHN M. BREWER, *Director.*

FREDERICK J. ALLEN.

1 Lawrence Hall

LEWIS A. MAVERICK.

Cambridge 38, Mass.

MILDRED G. SEARS, *Secretary.*

October 25, 1920.

The writer is studying the extent to which the colleges and universities of New England are giving their students guidance in the choice of life careers. He would like to visit the institutions which show interesting developments or experiments in such guidance. If, as is hoped, the findings of this study prove of value, a copy will be sent you.

The inquiry will take up the matters listed on the accompanying sheet. Will you be so kind as to check such items as may be found in your institution, and to write the name of the officer with whom I may correspond for further information, or upon whom I may call?

Yours very truly,

LEWIS A. MAVERICK.

(Please fill in the first few lines, and check the remainder, showing the items which may be found in your institution.)

Date. 1920.

Name of institution.

Name of person filling this page.

Official title.

If further inquiry should be directed to a different person, please enter the name and office of such person }

I. Are you carrying on vocational guidance for your students?

 A. How long have you been doing this?

II. By which of the following is vocational guidance given:

 A. Special vocational counselor?

 1. Resident? 2. Full time?

 B. Dean

 1. If there is more than one dean, which one gives this guidance?

 C. Committee of students?

 D. Any others?

III. How is vocational guidance carried on:

 A. By conferences with individual students?

 B. By conferences with groups?

 C. In a regular class in "Occupations" or "Orientation"?

 D. In special lectures on vocational topics?

 1. By members of the faculty?

 2. By outsiders?

 3. To entire student body?

 4. To groups or classes?

 E. In other ways?

 F. Do your students attend intercollegiate conferences which disseminate vocational information?

 G. Does your library offer special service:

 1. On vocations?

 2. On professional and graduate schools and opportunities?

IV. Do you maintain a placement service:

 A. For graduates?

 B. Part-time and summer work for undergraduates?

 C. Is this closely correlated with vocational counseling?

V. Do you keep the following individual records of students:

 A. Results of general intelligence tests?

 B. Participation in athletics and student activities?

- C. Opinions of instructors and other officers?
- D. Previous experience in employment?
- E. Do you use this material in counseling students?
-
- F. Do you use it in the placement service?

VI. Please send forms and blanks used in vocational counseling and placement work, also any local publications on these topics. The writer would be particularly grateful to receive further detailed information, or your comments on any phase of this subject.

BIBLIOGRAPHY

BIBLIOGRAPHY

ADMISSIONS

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Fifty thousand to 75,000 appointments a year, all grades. As means of selection become more accurate, the government work will improve in efficiency, and the tests will gain value in vocational placement. Promotion to position within same general class may be made without examination, any clerk or other civil service employee may present himself at any examination as candidate for a position in a higher class.

Paterson, Donald G. The Scott Company Graphic Rating Scale. *Journal of Personnel Research*, vol. i, Nos. 8, 9, pp. 361-376, December-January, 1922-1923.

A presentation of the form and of its uses in industry.

Rossi, William H. and Rossi, Diana I. P. *Personnel Administration, A Bibliography*, pp. 365. Baltimore, Williams and Wilkins Co., 1925. (The first of a "human relations series" to be edited by Henry C. Metcalf.)

Restricted to period 1919 through 1923. Some of the references are annotated. Concerned with personnel administration within industry, but following sections relate to this thesis: I., 1, bibliographies; II, 2, selection and placement; IV, 5 and 6, education and training; V, 1 and 2, research; index of periodicals.

Scott, Walter Dill, and Clothier, Robert C. *Personnel Management; Principles, Practice, and Point of View*, pp. 643. Chicago, A. W. Shaw Co., 1923.

Pages 12 ff., a good attack on theory of square peg and square hole. Pages 64 ff., necessary decentralization of personnel function with central control. Pages 68 ff., excellent administrative charts. Page 73 chart, how to improve interest, capacity, and opportunity. Page 82 industry's contacts with labor supply in college. Chapter 8 on records. Clear presentation of theory. Chapter 11 on application blank, suggestive for college. Chapter 12 qualification card, equally so. Chapter 13 rating scale, Scott more optimistic on this topic than most personnel men. Chapters 26, 27, analogies for college. Appendix 3, references on labor turnover. Bibliography.

Snow, Adolph Judah. (Northwestern University.) *An Experiment in the Validity of Judging Human Ability*. *Journal of Applied Psychology*, vol. viii, No. 3, pp. 339-347, September, 1924.

Refers to the employment of truck salesmen. Bibliographic references on rating.

Strong, E. K. Committee on Psychological Tests and Rating Scales, National Personnel Association. *Psychological tests and rating scales in relation to training*, pp. 7, New York, National Personnel Association, 1922.

A statistical report upon the use of tests and scales in industry.

Thompson, J. David. *Organization in the Personnel Research Field*. United States Bureau of Labor Statistics, *Bulletin*, No. 299, 1921.

Viteles, M. S. *Clinical Viewpoint in Vocational Selection*, *Journal Applied Psychology*, vol. ix, pp. 131-138, June, 1925.

GUIDANCE — GENERAL

Achilles, Paul S. and Achilles, Edith M. *Factors in a College Man's Choice of a Career*. *Vocational Guidance Magazine*, vol. iv, No. 14, January, 1926, pp. 170-173.

Allen, Frederick J. *The Need for Clearing Information on Occupational Studies and Possible Ways of Organizing a Clearance Service*. *Vocational Guidance Magazine*, vol. iii, No. 7, April, 1925, pp. 235-238.

Bagley, William C. *Educational Determinism; Or Democracy and the I. Q. School and Society*, vol. xv, No. 380, pp. 373 ff., April 8, 1922.

Berg, David E. *Pick your Prof., or Getting By in College*, pp. 32. New York, Institute for Public Service, 1920.

A farcical guide to the easiest way through college; how to avoid education.

Bingham, Walter V. *Student Personnel Service and Industrial Research; the Student Personnel Office and Its Relation to Coöperative Research in Business and Industry*. *Journal of Personnel Research*, vol. ii, No. 2, pp. 55-64, June, 1923.

Presents the need of personnel bureaus in colleges and suggests their functions. Concludes with a summary of activities for a university institute of personnel research.

Bingham, Walter V. *Intelligence and Personality in Vocational Success*. *Vocational Guidance Magazine*, vol. iii, No. 4, pp. 122-126, January, 1925.

From an address to the New England Vocational Guidance Association. Decentralization now evident in industrial labor management. Intelligence useful in determining fitness for some occupations, sometimes only to set a minimum level. Freyd studied engineers and salesmen, found comparable to introvert and extravert. Personality study a means of distinguishing within same intelligence range.

Bingham, W. V. *Personnel Research as a Substitute for Endowment Campaigns*. *School and Society*, vol. xxii, pp. 786-787, No. 573, December 19, 1925.

Bloomfield, Meyer. *Readings in Vocational Guidance*, pp. 723. Boston, Ginn & Co., 1915. A valuable collection of the earlier articles on vocational guidance.

Brewer, John Marks. *The Aims and Methods of Vocational Guidance*. *Educational Review*, vol. lxii, No. 1, pp. 22-33, June, 1921.

Autocracy does not need to have subjects self-directing; democracy does. Vocational guidance inevitable (good or bad), should be formal and adequate. Need try-outs, use of extra-curricular activities, class in occupations, supervision of early jobs.

Brewer, John Marks. *The Need for Vocational Guidance in Colleges*. *School and Society*, vol. xi, No. 279, pp. 511-517, May 1, 1920.

A detailed demand that colleges offer vocational guidance to their students. A presentation of the arguments in its favor.

Brewer, John M. *Is Scientific Vocational Guidance Possible?* *School and Society*, vol. xvii, No. 428, pp. 262-266, March 10, 1923.

Brewer, John Marks. *Progress and Problems of Vocational Guidance*. *Harvard Alumni Bulletin*, vol. xxviii, No. 5, October 29, 1925, pp. 128-137.

An address before the Graduate School of Education; the problem of adequately furnishing vocational contacts; research needed with respect to curriculum and methods; adequate vocational information before choice of vocation or specialized curriculum; the social aim of vocational guidance; mental hygiene and the unification of the personality.

Brewer, John Marks. *The Vocational Guidance Movement*, pp. 33. New York, The Macmillan Co., 1921.
Textbook on vocational guidance, devoted in large part to elementary and secondary schools. Reference specifically to the college, pp. 44, 236.

Brewer, John Marks, et al. *Case Studies in Educational and Vocational Guidance*. Boston, Ginn & Co., 1926, pp. 243.
A reference book for counselors and those engaged in preparing counselors; might be used as a text or supplementary text in a class for training counselors. Bibliography.

Burke, Jeremiah E. *Some Principles Applicable to Vocational Guidance and to Education*. *Vocational Guidance Magazine*, vol. 3, No. 4, January, 1925, pp. 119-121.

Cardozo, F. L. *Guidance in Education*. *Education*, vol. xlvi, No. 3, pp. 179-187, November, 1925.

Claparéde, Edouard (Professor of Experimental Psychology, University of Geneva). *Problems and Methods of Vocational Guidance*. Geneva, International Labor Office, Report No. 1, Series J. (Education.)
Reviewed in the *News Letter of the Department of Labor, Junior Division, U. S. Employment Service, Washington, D. C.*, No. 5, March and April, 1924.

Cleeton, G. U. *Meeting the Need for Improved Measures To Be Used in the College Guidance Program* *Educational Administration and Supervision*, vol. xi, pp. 489-494, October, 1925.

Comfort, William W. *Vocational Guidance at Haverford College*. *School and Society*, vol. xxi, No. 531, pp. 264-265, February 28, 1925.

Counts, G. S. *Social Status of Occupations: a Problem in Vocational Guidance*. *School Review*, vol. 33, No. 1, pp. 16-27, January, 1925.

Creamer, W. J., Jr. *Personnel Work in the Colleges*. *Journal Engineering Education*, vol. XV, pp. 706-711, May, 1925.

Cross, E. A. *Personality: Can Anything Be Done About It?* *Educational Administration and Supervision*, vol. x, No. 6, pp. 343-353, September, 1924.
Analyzes personality into four groups of traits. Concludes that personality "is a measurable thing. . . . It can be made effective by sound and thorough training."

Crossman, L. E. *A Suggestion for the Colleges*. *School and Society*, vol. xv, No. 382, pp. 448-451, April 22, 1922.
Proposes a clearing house for college students — on basis of personnel records, recommend colleges suited to meet his needs. This would require much clearer statement of each college's aims than now available.

Daniels, W. M. *Can Railroads Use the Universities?* *Railway Age*, vol. lxxviii, pp. 1083-1085, May 2, 1925; *Discussion*, vol. lxxviii, pp. 1195-1196, May 16, 1925.

Davis, Jesse B. *Vocational and Moral Guidance*, pp. 303. Boston, Ginn & Co., 1914.
One of the standard texts particularly for teachers of English, showing how vocational guidance may be effected in the English class.

Dreyfus, L. G., Jr. Saxon Schools Emphasize Vocational Guidance; Motion-picture Films and Inspection of Industries Extensively Utilized. *School Life*, vol. x, No. 6, pp. 118, February, 1925.

Edgerton, Alanson H. *Vocational Guidance and Counseling*, p. 213. New York, The Macmillan Co., 1926.

A valuable general text on guidance; considers largely the school problems and in particular the duties of the counselor; probably college officers will be interested most in the chapter on the Training and Selection of Counselors. Bibliography.

Eliot, Charles William. The Value During Education of the Life Career Motive. *Bloomfield, Readings in Vocational Guidance*, Boston, Ginn & Co., 1915.

Elliff, J. D. Vocational Guidance — A Function of the University. *Proceedings of the National Vocational Guidance Association*, pp. 12-16. Fourth National Conference on Vocational Guidance, held at Richmond, Va., December, 1914. (Out of print.)

Discusses expanded curricula, changes in student body. Need for guidance. Elements to be included in program. In the collection of data on the individual, it is interesting to note at that early date that the department of psychology was looked to as a "new reliance," from whom some assistance might be obtained. The suggestions cover most of the devices now found in practice, except the class in orientation, personnel research, and mental hygiene.

Elliff, J. D. Vocational Guidance Needed in Universities. *High School Quarterly*, vol. xiii, pp. 231-235, July, 1925.

Farrell, F. D. (Kansas State Agricultural College). Discussion of Dean Freeman's paper on vocational guidance. *Annual Convention of Land-Grant College Association*, Washington, D. C., November 14, 1924. (Address obtained from Manhattan, Kansas, typed, pp. 11.)

Speaks of the guidance practices in the Kansas State Agricultural College, Division of Agriculture, but expresses conservative attitude toward any device designed to decide upon a vocation for the student. Calls attention to the study by C. R. Mann in which it was found that engineers considered technical training to be a minor element in their preparation — other elements being so important: character, personal qualities, fundamental subjects. The need for guidance of the high school student is largely for unbiased intelligible information. "He learns a great many things which are not so." The student's resistance to learning things in which he is not yet interested.

Fontegne, Julien. Comment se pose la question d'orientation professionnelle. *Education (France)*, vol. x, pp. 163-177, June-September, 1918.

Frommelt, H. A. Conserving Our Human Resources. *Nation's Health*, vol. vii, pp. 471-473, July, 1925.

Fryer, Douglas. Psychology and Industry in France and Great Britain. *Journal of Personnel Research*, vol. ii, No. 10, pp. 396-402, February, 1924.

Based upon writer's visits to England and France. Bibliography of articles on vocational guidance in Europe.

Fryer, D. Types of Work. Note on Vocational Interest. *Journal Applied Psychology*, vol. ix, pp. 304-310, September, 1925.

Fryer, Douglas, Kitson, H. D., Pruette, Lorine, and others. *Vocational Self-guidance; Planning Your Life-work*, pp. 385. Boston, Lippincott, 1925.
Contains devices for self-rating, and simplified self-administered intelligence tests, with references to others. Chapters on business information, contributed by sundry business men. Chapters on women in business. Bibliographies at end of chapters. Might be useful as reference book in a freshman class in occupations.

Fulton, Maurice Garland (editor.) *College Life, Its Conditions and Problems*, pp. 522. New York, The Macmillan Co., 1914.
A selection of essays for use in college writing courses. One division is devoted to the college man in the world's work. The appendices include a list of suggested essay topics and a bibliography of reference books.

Giles, Frederic Mayor, and Giles, Imogene Kean. *Vocational Civics*, pp. 252. New York, The Macmillan Co., 1919.
One of the standard texts for the use of pupils in the earlier years of high school.

Gowin, E. B., and Wheatley, W. A. *Occupations; A Textbook in Vocational Guidance*, pp. 357. Boston, Ginn & Co., 1916.
Revised by John M. Brewer, 1923, with expanded sub-title: *A textbook for the educational, civic, and vocational guidance of boys and girls*, pp. 441.
Contains material for class assignments in high school classes in occupations, also suggestions to the teacher, and devices to be used. An invaluable text. Useful for reference in college classes.

Grizzell, E. D. A Program of Guidance in the School of Education, University of Pennsylvania. *Vocational Guidance Magazine*, vol. iv, No. 2, pp. 74-78, November, 1925.

Hale, Philip. Discussion of Definition of Vocation and Avocation. In column "As the World Wags," *Boston Herald*, February 15, 1925.

Hamilton, W. J. and Kidner, T. B. Advising the Tuberculous about Employment. Baltimore, Williams and Wilkins, 1926.

Hammond, H. P. Educational and Vocational Guidance of Engineering Students and Graduates. *Journal Engineering Education*, vol. xv, pp. 735-750, June, 1925.

Hanus, Paul H. Vocational Guidance and Public Education. *School Review*, vol. xix, No. 1, pp. 51-56, January, 1911.
Transition from school life to work must be gradual and must be seen from afar by pupil. Cannot be postponed until pupil is on threshold of world's work. But school must not prematurely narrow pupil's outlook or educational opportunity.

Harrison, T. P. Experiment in Teaching Freshmen in Engineering How to Study. *Journal Engineering Education*, vol. xv, pp. 190-194, November, 1924.

Holmes, Chester W. Unusual Experiment in Vocational Guidance. *Education*, vol. xlv, No. 5, pp. 263-276, January, 1925.

Hopkins, Louis B. Personnel Administration in Colleges. *Educational Record*, vol. vii, No. 3, pp. 174-177, July, 1926.
A rather general report upon the elements now found employed by the colleges of the country.

Husband, Richard W. (Dartmouth College). Some Thoughts on Personnel Work. *News-Bulletin of the Bureau of Vocational Information*, vol. i, No. 24, pp. 5-7, November 15, 1923.
Popular article on the needs and general duties of a personnel office.

Inadequacy of the Term Vocational Guidance. *Industrial Education Magazine*, vol. xxvi, No. 11, pp. 315, May, 1925.

Jackson, William Marvin. *What Men Do*. New York, The Macmillan Co., 1925.
"A book which has for its field of study business as a whole. Purposes of study are (1) To give young people generally a better understanding of the world of business. (2) To bring high school pupils in closer touch with business world. (3) To aid in choice of vocations.

Jennings, Irwin G. Vocational Guidance in Colleges and Universities. *Educational Review*, vol. li, No. 4, pp. 331-341, April, 1916.

Jones, Arthur J. Guidance at the University of Pennsylvania. *Vocational Guidance Magazine*, vol. iv, No. 2, pp. 73-74, November, 1925.

Kitson, Harry Dexter. Vocational Guidance and the Theory of Probability. *School Review*, vol. xxviii, No. 2, pp. 143-150, February, 1920.
Proposes to prepare for each calling probability tables, indicating the chances of reaching certain levels of reward for persons entering the occupation with certain intelligence.

Land, S. Lewis. The Organization and Administration of Vocational Guidance. *Vocational Guidance Magazine*, vol. iv, No. 4, pp. 145-152, January, 1926.

Leavitt, F. M. Vocational Guidance. *Industrial Education Magazine*, vol. xxvii, pp. 171, 209, 242-243, 274-275, December, 1925-March, 1926.

Leavitt, F. M. Vocational Guidance: Its Development Inevitable. *Industrial Education Magazine*, vol. xxvii, No. 6, pp. 171, December, 1925.

Leavitt, F. M. Vocational Guidance; Its Obvious Practices. *Industrial Education Magazine*, vol. xxvii, No. 7, pp. 209, January, 1926.

Life Career Motive in College; a True Tragedy in Three Acts. *School and Society*, vol. xxi, No. 544, pp. 656-658, May 30, 1925.

Link, Henry C. (U. S. Rubber Co.) Some Aspects of Vocational Guidance. *News-Bulletin of the Bureau of Vocational Information*, New York City, vol. i, No. 21, pp. 1-6, October 1, 1923.
The limited though real significance of measures of intelligence for guidance. Until we have reliable correlations between intelligence and success in an occupation we cannot assign an intelligence level on a mere averaging of those in the occupation. More progress has been made in correlating

intelligence and school success; this is now a good basis for curriculum guidance. Greatest need in guidance now is for the giving of vocational information.

"Vocational guidance — an attempt to fit individuals into places for which they are not so well fitted. . . . a continual compromise in adjusting vocational destinies to actual and often irritating economic facts."

Lipman, Otto (of Berlin), Burt, Cyril (of London), Thurstone, L. L. (of Chicago). *Symposium on the Principles of Vocational Guidance*. *British Journal of Psychology*, general section, vol. xiv, Part 4, April, 1924.

Lowry, Harry H. *Vocational Guidance in Colleges*. *School and Society*, vol. xv, No. 387, pp. 588, 589, May 27, 1922.

Proposals for action.

"G. H. M." *Vocational Guidance*. In "What the Colleges Are Doing," Boston, Ginn & Co., January, 1925.

Against vocational guidance. Ex. "Self-determination is directed toward a preconceived objective, viewed in relative ignorance." Most college students either know what they want vocationally or seek luxury.

McLaughlin, G. D. *Coöperation Between Industry and University*. *Scientific Monthly*, vol. xxii, pp. 281-284, April, 1926.

Maverick, Lewis A. *What the Colleges Are Doing in Vocational Guidance*. *Journal of Delinquency*, vol. x, No. 1, pp. 278-283, January, 1926.

Miner, J. B. *Analysis of Vocational Interests*. *School Review*, vol. xxxiii, No. 10, pp. 744-754, December, 1925.

Morris, Frank E. *Connecticut College Course in the Art of Living*. *School and Society*, vol. xxiii, No. 577, pp. 79-80, January 16, 1926.

Primary aim, correlation (1) of the various fields of knowledge and of skill entered by students during college career, and (2) between knowledge and skill acquired in class room and laboratory and practical life in world of affairs into which student is to go after graduation. Twelve instructors representing major department in college curriculum coöperate in course; lectures are given with reviews and quiz hours; reading with critical report is required.

National Society for the Study of Education. *Twenty-third Yearbook, Part II, Vocational Guidance and Vocational Education for the Industries*, pp. 456. Bloomington, Ill. Public School Publishing Co., 1924.

A symposium of great value — little for college except indirectly. Bibliographies.

National Vocational Guidance Association. *The Principles of Vocational Guidance*, pp. 4. Distributed by Bureau of Vocational Guidance, Harvard University.

Statement adopted in convention, February, 1921, revised 1924. A detailed analysis, or extended definition of vocational guidance, the proper organization to effect its ends, etc.

Parsons, Frank. *Choosing a Vocation*, pp. 165. Boston, Houghton Mifflin Co., 1909.

The expression of the acknowledged pioneer in vocational guidance. Case-studies.

Paterson, Donald G. Some Comments on the Problem of Educational Guidance. *Bulletin of the University of Minnesota*, vol. xxvi, No. 31, pp. 61-67, August 4, 1923.

Not scientific anywhere yet, even in selection of workers for industry. Refers to a series of research publications, Dearborn, Proctor, Thorndike, and others, with discussion of each. Bibliography.

Paterson, Donald G. The Limitations of Scientific Method in Educational Guidance. *Vocational Guidance Magazine*, vol. iv, No. 1, pp. 15-18, October, 1925.

Payne Arthur, F. Organization of Vocational Guidance, pp. 438. New York, McGraw-Hill, 1925.

A general text. Includes history in Boston, New York, and foreign countries. Definition of vocational guidance handled in statistical fashion.

Payne, Arthur F. Problems in Vocational Guidance. *School and Society*, vol. xix, No. 484, pp. 394-397, April 5, 1924.

Methods; systems of organizing and administering; tests; training of counselors; occupational information; tryout courses; need agreement on fundamentals.

Payne, Arthur Frank. Present Status of Vocational Guidance in Germany. *School and Society*, vol. xxiii, No. 582, pp. 244-245, February 20, 1926.

Poffenberger, Albert Theodore. An Institute of Vocational Orientation. *School and Society*, vol. xiv, No. 341, pp. 15-16, July 9, 1921.

An institute established in Barcelona, Spain. Has published "Analys," beginning 1920.

Poffenberger, A. T. School Achievement and Success in Life. *Journal Applied Psychology*, vol. ix, pp. 22-28. March, 1925.

Conclusions: 1. That the higher a man stands in college, the greater is his expectancy of success in after life. 2. That a man in the lower part of the class is more apt to become a moral failure than a man in upper part. 3. Class standing is no criterion of athletic ability. 4. That an athlete has the same expectancy of success and no more than any other man in his class.

Pruette, Lorine. Women and Leisure, A Study of Social Waste, pp. 225. New York, E. P. Dutton and Co., 1924.

Pruette, Lorine. Vocational Orientation for the College Student. *Educational Review*, vol. lxix, pp. 83-85, February, 1925.

"Quadwrangler." *Boston Transcript*, July 7, 1922, p. 5. ". . . more and more men are leaving college without any definite idea of the careers they want to undertake" . . . "it is reasonable to ask that vocational guidance be given a larger place in the college curriculum." Must be based on better psychological analysis than now practicable.

Ranck, C. H. Ministers Experiment in Vocational Guidance. *Homiletic Review*, vol. xc, pp. 292-293, October, 1925.

Reed, Anna Y., and Woelpper, Wilson. *Junior Wage Earners*, pp. 171. New York, The Macmillan Co., 1920.

A text.

Robinson, C. C. The Vocational Guidance Program of the Y. M. C. A. *Vocational Guidance Magazine*, vol. iii, No. 5, pp. 174-176, February, 1925.

Rugg, Harold O. Is the Rating of Human Character Practicable? *Journal of Educational Psychology*, vol. xiii, No. 1, pp. 30-42, January, 1922; vol. xiii, No. 2, pp. 81-93, February, 1922.

Ryan, W. Carson. A Brief Historical Survey of the Vocational Guidance Movement. *Vocational Guidance Magazine*, vol. iv, No. 6, pp. 277-281, March, 1926.

Ryan, W. Carson, Jr. Vocational Guidance and the Public Schools. U. S. Department of the Interior, Bureau of Education, Bulletin 1918, No. 24, pp. 151.

One of the important early reports on vocational guidance; no direct reference to college. Bibliography.

Second National Conference on Vocational Guidance, New York, 1912. Proceedings, pp. 206. Published by the secretary, Benjamin C. Gruenberg. (Out of print).

Reference especially to the sections on study of occupations and on vocational analysis (psychology).

The Senior Looks at the World. *Harvard Alumni Bulletin*, vol. xxiv, No. 22, pp. 509, 510, March 2, 1922.

"The process of defining a field of work and preparing for it ought to begin long before the senior year and the College ought to play a definite and helpful part in it. . . . Perhaps in time a survey of vocational opportunities and educational offerings will be made a part of the program of instruction."

Slattery, Rt. Rev. Charles L. Ways of Reaching a Decision on a Life Work. *Harvard Alumni Bulletin*, vol. xxviii, No. 14, pp. 414-417, January 7, 1926.

An address to freshmen of Harvard College arranged through the Committee on Choice of Vocation.

Stone, H. E. College and the Callings. *Educational Review*, vol. lxix, pp. 5-7, January, 1925.

System for Studying Social Backgrounds; Educational and Vocational Guidance in Philadelphia Schools. *School Life*, vol. x, No. 9, pp. 169, May, 1925.

Coöperation of junior employment service of board of public education with private organizations for counseling school children.

Thurstone, L. L., and Mann, C. R. Vocational Guidance for College Students (Reprint and Circular Service 62). National Research Council.

Toland, Edward Dale. Choosing the Right Career, 1925. Appleton.

Author is master of St. Paul's School, Concord, Mass. Addressed to boys just finishing school — to encourage thought on choice of careers. Brief outline of advantages and disadvantages offered by nineteen leading careers and training necessary to enter them.

United States Department of Labor: The Children's Bureau and United States Employment Service. Vocational Guidance and Junior Placement; Twelve Cities in the United States. Children's Bureau Publication No. 149, Employment Service Publication A. Washington, D. C., Government Printing Office, 1925, pp. 440.

Part I is practically a textbook and summary of the findings in Part II. Part II contains 12 sections, each descriptive of the vocational guidance in one of the cities. Appendix describes the history and purposes of the Junior Division of the United States Employment Service.

Vocational Guidance in Foreign Countries. News-Bulletin of the Bureau of Vocational Information, New York, vol. i, No. 10, p. 11, February 15, 1923.

Based upon reports issued in the International Labor Review, education section, issues of October, November, and December, 1922.

Vocational Guidance in Germany. International Labour Review, vol. xi, No. 4, pp. 526-541, April, 1925.

Vocational Guidance in Germany, 1923-25. International Labour Review, vol. xii, pp. 871-872, December, 1925.

Vocational Guidance in the United States of America. International Labour Review, vol. xiii, pp. 48-68, January, 1926.

Wilson, Matthew Hale. Vocational Guidance; Practical Ethics for the Day's Work; an Inductive Study of Standards of Right, pp. 321. Boston, Richard G. Badger. 1916.

Considers the ethical side of vocational life, as well as of other social institutions.

Wood, Ben D. Relation of College Curricula to Educational and Vocational Guidance. An address before the Association of American Colleges, Chicago, January 9, 1925. School Life, vol. x, No. 7, pp. 127-129, March, 1925. Also School and Society, vol. xxi, No. 539, pp. 508-512, April 25, 1925.

Dragging effect of failures on students and faculty. Lowell's comparison of pre-legal curricula in 1911; similar study of Columbia, 1924; both subject to discount because of unstandardized methods of grading, and lack of check on ability of students (better at Columbia).

"Modern attitude toward college courses . . . considers them as a means for displaying particular abilities and effective interests." Must have better college and pre-college records; objective measures; adequate staff to use records. "Admission may then become active selection rather than passive acceptance of the best of those who happen to apply for admission to college."

Woodbridge, Elizabeth D. Vocational Guidance in the Colleges. Educational Administration and Supervision, vol. iv, No. 3, pp. 155-162, March, 1918.

Work of Vocational Guidance Office in Hamburg, Germany. Monthly Labor Review, vol. xix, No. 6, pp. 389-390, December, 1924.

Yoakum, Clarence Stone. *Basic Experiments in Vocational Guidance*. *Journal of Personnel Research*, vol. i, No. 1, pp. 18-34, May, 1922. Outlines the problems of the research side of vocational guidance.

Yoakum, Clarence Stone (Major, Sanitary Corps, U. S. A.). *Plan for a Personnel Bureau in Educational Institutions*. *School and Society*, vol. ix, No. 228, pp. 556-559, May 10, 1919. Army experience points way. Administration of personnel bureau; might ultimately develop into vocational guidance.

GUIDANCE REPORTS

Beloit College, 1919-1920 Catalogue. Beloit, Wisconsin, vol. xviii, No. 1, pp. 173. Page 61, the Bureau of Recommendations. Pages 78-82, courses bearing on specific vocations or other post-collegiate activities. A list of such courses and references to the departments best able to give advice.

Bennett, Helen M. A Word from the Chicago Bureau. *News-Bulletin of the Bureau of Vocational Information*, New York City, vol. i, No. 9, p. 10, February 1, 1923. The Chicago Collegiate Bureau of Occupations, the long series of vocational conferences and addresses arranged by it, or participated in, in 80 different colleges over 10 years.

Betts, Alice R. Vocational Guidance at Cornell College (Iowa). *News-Bulletin of the Bureau of Vocational Information of New York*, vol. ii, No. 2, pp. 11, 15, January 15, 1924. A detailed statement of the work at Cornell College, particularly the sophomore vocational survey course, the records kept, and the types of placement offered.

Big Sisters Are Worth Having. *The Stephens Standard*, Stephens Junior College, Columbia, Mo., vol. ii, No. 1, p. 9, October, 1921. Describes the "big-sister" movement, under the Y. W. C. A.

Blumenthal, Gustave A. A Coöperative System of Vocational Analysis and Guidance. *Proceedings of the Second National Conference on Vocational Guidance*, pp. 97-100. New York, 1912. (Out of print.) A report upon the guidance work undertaken by the Y. M. C. A. in Buffalo (1910) and New York City (1911). The writer considers this duty temporary until the boards of education assume the work.

Bradshaw, Francis F. (Dean of Men — University of North Carolina). Personnel Work and Vocational Guidance. Reported in secretarial notes on the sixth annual conference of deans and advisers of men held at the University of Michigan, pp. 17-20, discussion 20-22, April 24-26, 1924. Edward E. Nicholson, Secretary, University of Minnesota, Minneapolis. Types of administration of personnel work; dean of men or women, personnel director, academic dean. Selective admission, use of personal questionnaire. Educational advisers, psychological tests, mental hygiene, disseminating vocational information, personnel research. Gives one-page

outline of personnel work at University of North Carolina. Includes statement that questionnaire was sent to 150 colleges. Discussion relates to whether dean of men should administer guidance, and to concern over disposition of eliminated student.

Brown University. Report of the President to the Corporation. Bulletin, vol. xxi, No. 4, pp. 105, October, 1924.

Pages 9, 10, Problem of selective admissions; pp. 10, 11, Freshman week, advising, orientation; pp. 15, 16, Medical director, consulting psychiatrists; pp. 52-57, Report of dean of freshmen; p. 76, Orientation lecture on library, with tours of library in small groups; pp. 79, 80, Committee on educational advice and direction; p. 96, Brown Christian Association, part-time placement, freshman handbooks, other freshman service.

College of the City of Detroit. Announcement of Courses 1924-25. Bulletin No. 5, July, 1924.

Page 11, A description of the advantages of the metropolitan location for industrial and other contacts, and the intention of the college to profit by it. Page 13, Description of the "vocational and placement bureau."

College of the City of Detroit: Vocational Bureau. Circular, pp. 4, 1924.

The functions of the bureau. The course in occupations. Counsel. Employment service, particularly part-time.

Columbia University. Announcement of Teachers College, 1924-1925. Bulletin, Fifteenth series, No. 11, pp. 144, May 10, 1924.

Pages 117-118, Description of the Bureau of Educational Service: placement, coöperative research.

Comfort, William W. Vocational Guidance at Haverford College. School and Society, vol. xxi, No. 531, pp. 264, 265, February 28, 1925.

Five alumni committees, each on one vocation. Visit college in turn each year, dine with interested undergraduates, give address and discussion on the occupation. Some placement.

Committee on Classification of Personnel in the Army. The Personnel System of the United States Army. Washington, D. C., Government Printing Office, 1919, 2 vols.

A description and history of the personnel service during the world war. Many devices for rating, measuring, and placing college students can be traced directly back to the army work.

The Conference on Vocational Activities in Colleges, New York City, February 23, 24, 1921. Southern Woman's Educational Alliance, Hotel Richmond, Richmond, Va., Bulletin No. 2, pp. 5, 6, May, 1921.

Conference representing 36 colleges and universities, and bureaus of occupations and related organizations. Discussions on three phases: (a) content and direction of vocational activity in the colleges; (b) guidance before admission to vocational departments; (c) psychological devices.

Conference on Vocational Guidance. Journal of Personnel Research, vol. i, No. 11, pp. 521, 522, March, 1923.

A report upon the conference held in Washington, January 26, 1923, on invitation of the National Research Council. The resolutions of the conference; a list of persons attending.

Courtis, S. A. Selection, Guidance, and Placement of Students: A Suggestion to the School of Education of the University of Michigan, pp. 3. Ann Arbor, mimeographed, November 24, 1924.

A proposal that the School of Education undertake a three-semester experiment, with volunteer faculty assistance, looking to a permanent bureau for such service.

Creamer, W. J., Jr. Personnel Work at the University of Maine (College of Technology). *Journal of Engineering Education*, vol. xvi, No. 4, pp. 347-361, December, 1925.

Effort to sort students early into three groups: (a) engineering caliber; (b) college but not engineering; (c) non-college. Describes five different categories in which student records are collected. Discussion of the findings and administrative uses of these records.

Donham, Wallace B., Dean. Annual Report to the President on the Graduate School of Business Administration of Harvard University, for 1920-1921, pp. 42. Harvard University Press, 1921.

Includes: experiment with intelligence tests; orienting first-year students in the school; orienting graduates of the school in business; rating scale.

Doty, Katharine S. (Secretary). Conference on Vocational Activities in Colleges. New York City, February 23, 24, 1921. Report mimeographed, not published, pp. 9 (including list of those attending).

Secretary's report of conference. Paragraph devoted to each college represented. Selections from this report appear in the May, 1921, *Bulletin of the Southern Woman's Educational Alliance*, Richmond, Va.

Federal Board for Vocational Education. Industrial Rehabilitation, Services of Advisement and Coöperation. Washington, D. C., *Bulletin 70, Industrial Rehabilitation*, series No. 3, pp. 35, 1921.

Shows place of vocational guidance in the total problem.

Foster, William Trufant. First report of the president of Reed College. *Reed College Record*, No. 34, pp. 104. Portland, Oregon, December, 1919.

Page 9, Psychological tests have been given all students from opening of college. Pages 21-23, Letter of suggestions from students, include recommendation that "present fragmentary course in 'college life' be expanded into a year's course for freshmen, of the nature of 'An introduction to the college, the state, and other social institutions'; and that the class adviser system be developed and given a larger part in the handling of freshmen."

Freshman Week at the University of Minnesota. *School and Society*, vol. xxiii, No. 584, pp. 304-305, March, 1926.

Freshman week to be inaugurated September, 1926; registration, payment of fees, and selection of studies will be given first attention; then physical and psychological examinations; lectures by president of the University and others; a tour of the library and of the campus; it has been recommended that competent vocational advisers be available for students who wish to consult them and that entertainment be provided in evenings; the separate colleges may give placement tests or additional lectures or trips; the Big Sisters will meet the freshmen women at the end of the week; record will be kept of the attendance at the various exercises.

Goucher College. Record of the year 1919-20. Baltimore. Bulletin, new series 2, vol. vii, No. 6, pp. 105, June, 1920.

Pages 35-37. The appointments bureau. Statistics. Committee on vocational guidance, questionnaires to freshmen 1918-1919 — to all classes 1919-1920. Statistics of vocational objectives.

The Guidance Policy of Rochester Athenaeum and Mechanics Institute. Vocational Guidance Magazine, vol. ii, No. 8, pp. 216-217, May, 1924.

An example of guidance in an institution of the "opportunity" type, with elastic admission standards. Coöperative courses.

Haggerty, M. E., Boardman, C. W., and Johnston, J. B. Coöperation at the University of Minnesota. Educational Record, Supplement, No. 2, pp. 47, July, 1926. (Appended to vol. vii, No. 3.)

The Committee on Educational Research; Sub-committee on Student Personnel Record; proposed study of maladjusted students and mental hygiene. The Committee of Seven; study of relations of the University and secondary schools including a study of the guidance programs. "No high school in the state approaches the University in the comprehensiveness of its guidance program." The prediction of college success.

Hanna, Joseph V. Personnel Program of Joliet Township High School and Junior College. News-Bulletin of the Bureau of Vocational Information, New York City, vol. i, No. 21, pp. 3-6, October 1, 1923.

A report by the personnel director on the system inaugurated February, 1923.

Harvard College: Committee on Choice of Vocations. Report for year 1923-1924, pp. 10, October 20, 1924. Mimeographed.

Dean C. N. Greenough, chairman; A. M. White, '92 raised the money; questionnaire to seniors on vocational choice; vocational lectures; vocational preferences of freshmen; individual conferences with secretary of committee and others; reserved books in college library; beginning on bibliography; articles for "Crimson"; Plans for 1924-1925 include coöperation with Associated Harvard Clubs in placing graduates outside New England.

Hopkins, Louis B. Personnel at Northwestern. Journal of Personnel Research, vol. i, Nos. 6, 7, pp. 277-288, October-November, 1922.

Program: reprints of personnel records forms.

Hopkins, Louis B. Vocational Counsel at Northwestern University, pp. 7. Evanston, Ill., 1923. Mimeographed.

A paper read before the Association of Collegiate Schools of Business, at the University of Cincinnati, May 4, 1923. The history of the personnel work at Northwestern University, its organization as a staff function, its program.

Hull, E. Hayden. (Harmon Foundation.) The Harmon Plan of Student Loans. Vocational Guidance Magazine, vol. iii, No. 7, pp. 234-235, April, 1925.

Arrangements with coöoperating colleges whereby the Foundation makes loans to students. Groups of students insure one another's payment by each pledging and paying 10 per cent excess, returnable if all payments collected.

Husband, Richard Wellington. (Dartmouth College.) Vocation and the College of Liberal Arts. An address, pp. 14, February, 1922. Published by the National Committee of Bureaus of Occupations, 1922.

A report upon the system in effect at Dartmouth College, with general references. Method of selective admissions, individual personnel records, intelligence tests, ratings, profile cards, mental hygiene consultant. "The object of preparing all the records to which reference has been made is the interview with the student. That is the heart of personnel work." Vocational and curriculum advice; need to hold students from too "practical" studies exclusively. The requirements of the personnel director, the equipment he should have.

Jones, E. S. Some Observations on Vocational Motivation. *School and Society*, vol. xxiii, No. 599, pp. 783-784, June 19, 1926.

Offers evidence secured at the University of Buffalo to refute the thesis that really vocational subjects will motivate the student and result in higher scholarship in general; also questions whether the pre-medical studies should be taken from the liberal arts college and placed directly under the medical school.

Leigh, Mildred B. Vocational Guidance for College Women. *Educational Review*, vol. lxii, No. 1, pp. 34-45, June, 1921.

Refers to an investigation in 1917 and 1919 by the Association of Collegiate Alumnae to ascertain how vocational guidance was being applied.

Malmberg, C. F. (Northern State Teachers College, Aberdeen, S. D.) Personnel Work — A new Administrative Procedure. *School and Society*, Vol. xxi, No. 530, pp. 23-242, February 21, 1925.

"Committee for 1923-1924," whose chairman is director of the Bureau of Educational Research, sent copy of plans to utilize intelligence tests to a list of men, Thorndike, Seashore, Starch, Terman, etc. Prints their comments (not with names).

Mann, C. R. Coöperative Experiments in Education. *Educational Record*, vol. vi, No. 1, pp. 39-43, January, 1925.

Meeting in Washington, January 1, 1925. The coöperative study of freshman intelligence under Thurstone. The vocational guidance of college students. Those present; resolutions; committee.

Middlebury College. Catalogue 1924-1925, part one, the Men's College. Middlebury, Vermont, Bulletin, vol. xix, No. 2, pp. 132, October, 1924.

Page 21, Vocational guidance: study of occupations in the freshman year; special library service; coöperation of undergraduate committee; assistance of college paper; series of vocational lectures (list is given for 1923-1924); p. 98, part-time employment service through dean's office.

Moore, Henry T. Three Types of Psychological Rating in Use with Freshmen at Dartmouth. *School and Society*, vol. xiii, No. 327, pp. 418-420, April 2, 1920. 1. Personal rating scale. 2. Army intelligence test Alpha. 3. Completion test — information. Results widely used in personal dealings with students.

Paterson, Donald G. Methods of Determining Qualifications for Various Professions. *Bulletin of the University of Minnesota*, vol. xxvi, No. 31, pp. 57-60, August 4, 1923.

An outline of some problems which might be studied by the sub-committee on qualifications for various professions.

Recommends omission of description of qualifications necessary and desirable — because of generality and futility of such enumerations. Recommends careful description of studies necessary, with their requirements. This material may be obtained more readily and stated with greater confidence. Recommends department of student personnel.

PERSONNEL Work of Connecticut College. *News-Bulletin of the Bureau of Vocational Information*, vol. ii, No. 10, p. 80, May 15, 1924.

Personnel Bureau established in spring of 1922. Duties (1) to centralize records of students, (2) to collect information on vocations, (3) to arrange vocational conferences and lectures, (4) to establish contact between students and industry, (5) placement.

Peters, Iva Lowther (Goucher College). A College Vocational Guidance Program. *School and Society*, vol. xx, No. 503, pp. 201-207, August 16, 1924.

An address before the National Education Association, Washington, D. C., July, 1924.

Peters, Iva Lowther (Goucher College). Two Year Experiment with Vocational Guidance in a Woman's College. *Pedagogical Seminary*, vol. xxx, No. 3, pp. 225-240, September, 1923.

Historical sketch of women's higher education and of vocational guidance and placement. Guidance at Goucher College: personnel office established 1921; research; purposeful part-time placement.

Peters, Iva Lowther. Experiment in the Orientation of College Women. *Journal Applied Sociology*, vol. x, No. 3, pp. 220-228, January, 1926.

Peters, Iva L., and the Southern Woman's Educational Alliance. *School and Society*, vol. xxi, No. 526, p. 105, January 24, 1925.

Dr. Peters made associate head of S. W. E. A. for 1924-1925, working on its vocational information and guidance service to colleges: University of North Carolina, College of William and Mary, Hollins College, University of Georgia, Agnes Scott College. Installing courses in vocational orientation.

Pittsburgh Public Schools: Vocational Guidance Department. *Vocational Guidance Bulletin*, pp. 160. Pittsburgh Board of Public Education, 1922.

Gives a picture of the ramifications of vocational guidance in a large school system. Chart, p. 18, is significant.

Politzer, Alice K. A brief description of the work of the Vocational Service for Juniors, N. Y. Washington, U. S. Department of Labor, Junior Division, U. S. Employment Service, Field Work Series, No. 1, pp. 11, 1923. Mimeo graphed.

An interesting view of a large and ambitious service for the young people of New York, in coöperation with the school department.

Potter, A. A. Giving Advice to Seniors. *Journal Engineering Education*, vol. xv, pp. 491-492, March, 1925.

Pratt, Isabelle L. (Recorder, Teachers College, Columbia University.) Placement and Guidance at Teachers College. *News-Bulletin of the Bureau of Vocational Information*, New York City, vol. i, No. 9, pp. 8-9, February 1, 1923.

A description of the work of the placement service at Teachers College, and the necessary counsel involved.

Proctor, William M. (Stanford University). Vocational Guidance in Universities. *Vocational Guidance Magazine*, vol. ii, No. 6, pp. 155-158, March, 1924.

A report on the Stanford University vocational guidance committee, the dean of men, dean of women, appointment secretary.

A Project for Vocational Advice for College Students. *School and Society*, vol. xxi, No. 532, pp. 282-283, March 7, 1925.

Division of Psychology and Anthropology of the National Research Council coöperating with the Social Science Research Council have established a joint committee, H. E. Hawkes, chairman. Fourteen institutions to coöperate — (list). Plan to study one profession, say medicine, to secure data on basis of which to counsel students.

Richmond Vocational Guidance Conference. *School and Society*, vol. xv, No. 371, pp. 139-140, February 4, 1922.

Tells of conference, also of the Southern Woman's Educational Alliance founded 1914, Dr. Orrie L. Hatcher, President.

"S." Student Welfare at the University of Minnesota. *School and Society*, vol. xxi, No. 525, pp. 78-79, January 17, 1925.

President has appointed a committee on educational research to evaluate influences affecting life, character, and training of students. Lists subcommittees and chairmen. Committee in part outgrowth of committee on educational guidance, which reported August, 1923.

Southern Woman's Educational Alliance. The Student's Part in Vocational Guidance. Richmond, Va., Bulletin No. 2, p. 8, May, 1921.

Reports upon student vocational guidance committees and their activities at Barnard College, Vassar College, Smith College, Randolph-Macon Woman's College, Wellesley College, Pennsylvania State College, and Iowa State College.

Stanford University: Committee on Vocational Guidance. Annual Report to the President. August, 1924. Two typed pages; will be included in the president's annual report.

Bulletin on vocational information revised 1923. Reaches few students. Matriculation blank shows that few students desire the assistance of the committee at entrance. The committee arranges conferences with those who express the desire for help either at matriculation or later. Recommends personnel research bureau, and orientation course in freshman year. Committee will study along these lines and make definite recommendations next year.

Stone, H. E. Report of Dean of Men to President, West Virginia University, pp. 6. First semester, 1924-25. February 20, 1925. Morgantown, W. Va.

Recounts the activities of the dean's office. Effort to know the men intimately. Personal conference with each freshman in early fall. Fresh-

man guidance conferences weekly, for College of Arts and Sciences and College of Agriculture, established fall 1924. Orientation lectures by faculty and outside experts. Will continue throughout the year. First semester the vocational addresses were few and general. More scheduled for second semester. Occupational guidance begun fall 1922 by publication of leaflets on occupations for which the University offers final or pre-professional training. During first semester 1924-1925, 10,000 leaflets distributed, many of them through classes. Students call for further facts on specific occupations. In recommendations, includes sectioning of freshman classes on basis of ability, freshman week prior to registration.

Tarbell, R. W. Classification of Pupils on a Basis of Vocational Objectives. *Industrial Arts Magazine*, vol. xiv, pp. 216-218, June, 1925.

University of Cincinnati. Annual Report for 1919 and Progress of the University in Fifteen Years 1904 to 1919. Record, series 1, vol. xvi, No. 5, October, 1920.

Page 44, Statement of need of giving vocational information to women students. Page 67 ff., The new coöperative course in commerce.

University of Colorado: Senate Committee on Vocational Guidance. Preliminary Report to the President, July 22, 1920. Typed, not published, pp. 4.

A recommendation for systematic vocational guidance under four heads. 1. A survey of occupations and their requirements. 2. An analysis of individuals. 3. Guidance of individuals in selection of vocations and preparatory courses. 4. Placement.

University of Michigan Senate. Announcement of meeting of November 24, 1924, pp. 4. Ann Arbor.

Contains report of the Committee on Vocational Guidance and Placement. This report was approved at the meeting of November 24th, and the recommendation for personnel service with staff and budget was thereby referred to the regents.

University of Minnesota: College of Engineering and Architecture, Orientation Committee. Report to the Dean, pp. 5. Minneapolis, September 15, 1924. Mimeo graphed.

Outlines lectures 1923-1924 (given during first two quarters), and states its opinion that the students have received the course well, except for a few inattentive ones.

University of Minnesota: Committee on Educational Guidance. Report to the President. Bulletin, vol. xxvi, No. 31, pp. 67, August 4, 1923.

General statement of the need for guidance; the availability of instruments and technique, already helpful, and capable of great improvement. Necessity for curriculum adaptation for large number of eliminated students — addition of short courses. Need for bulletin of vocational information and educational counsel; orientation courses, giving attention to vocations; better organizations of advisers; research; appendix contains articles by individual instructors, and brief bibliography.

University of Wisconsin. General Information. Bulletin, serial No. 1051, pp. 75, May, 1924.

Pages 42 ff., Supervision of student life; guide books by Y. M. C. A. and others; dean of men, of women, student government, women's vocational conference; p. 44, Definition of functions of student advisers.

University Vocational Aid. *Stanford Alumnus*, vol. xviii, No. 5, pp. 160-167, January, 1917.

Addresses by R. L. Wilbur, J. G. Brown, Mrs. E. B. Snell, and J. R. McDowell, at university assembly, January 11, 1917. History of the committee on vocational guidance, established in 1913. Its present plans for activity (past has been given to study and preparatory measures). Broadening of the scope of the appointment office from teachers only to complete placement service. Placement by alumni secretary. President Wilbur: "A vocation is more than merely a matter of bread and butter; it shows a man's purpose in life, his relations and contact with the world."

Vocation Bureau Established. *Industrial Arts Magazine*, vol. x, No. 5, pp. xxvii, May, 1921.

Pennsylvania State College installing vocation bureau. A faculty member to be in charge, working under dean of men. Duties: to ascertain the capabilities of freshmen; to help them select vocation; to point out the inducements in the chosen course.

Vocational Guidance in the University of Rochester. *Vocational Guidance Magazine*, vol. ii, No. 8, pp. 217, 218, May, 1924.

Extension division offers courses in: Psychology of everyday problems; studies in personality. Eastman School of Music uses Seashore Measurements of Musical Capacity for admission and placement.

Walters, Raymond. Meeting of the Association of American Colleges, Chicago, January 8-10, 1925. *School and Society*, vol. xxi, No. 526, pp. 117-120, January 24, 1925.

Reference to report by Ben D. Wood for commission on organization of the college curriculum, being a paper "The College Curriculum and Vocational Guidance." Recommends research in use of proper measuring devices. Professor Adam LeRoy Jones (Columbia) preliminary report for committee on college personnel technique: statement on work at 3 places, College of Science, Literature, and the Arts at Minnesota; College of Arts, Literature, and Science at Chicago; College of Liberal Arts and Sciences at Columbia.

Washburn, M. F., and Gould, Miriam C. (from the curriculum committee). Proposal for the establishment and operation of a personnel research bureau in Vassar College, pp. 2. Typewritten, not published, 1920.

Proposal to place a personnel research bureau under the Department of Psychology to gather in one file various types of information about individual students. To use these in advising students and faculty, and for psychological research. References to somewhat similar work at University of Texas, Carnegie Institute of Technology, Ohio State University, and University of Minnesota.

Wheaton College. The President's Report, March, 1920, Norton, Mass. Bulletin series 8, No. 2, pp. 42. Vocational opportunities for college women, pp. 21-23.

In February, 1917, the first intercollegiate vocational conference under Miss Filene and a committee of the Y. W. C. A. Program of speakers. The colleges for women, east of the Mississippi were invited to this conference. Twenty of them sent students and faculty members. Program of second conference, March, 1918. Third conference 1919, at Radcliffe College. Fourth conference 1920, to be at Cornell University.

At Wheaton: student's bureau of vocational opportunities has been active; occasional addresses.

Whitener, T. A. (Director of Bureau of Vocational Information, University of North Carolina). Resources available to students; program in brief.

Three typed pages, not published, about February, 1925.

Wiley, Edgar J. Organizing the liberal arts college for vocational guidance. Middlebury, Vermont. Middlebury College Bulletin, vol. xvii, No. 6, pp. 21, February, 1923.

Gives the vocational guidance program at Middlebury College. Note particularly that the problem of vocational choice is considered in the required freshman course in "Problems of Contemporary Civilization," and that in addition two series of lectures are provided: on the college departments by faculty members, at beginning of sophomore year; vocational lectures by men in the occupations, open to student body.

Wilkins, Ernest H. The individual undergraduate and the college community. Chicago, The University Record, vol. x, No. 1, pp. 90-93, January, 1924.

New and full admission blanks give better view of applicants; enlargement of staff of dean advisers gives better contact with students; study of methods of special care and encouragement of leading students.

Yale University. Report of the President, 1920. Bulletin sixteenth series, No. 12, pp. 479, New Haven, Conn., September, 1920.

Pages 3-7, and 46, 47, The organization of the freshman year. Page 8, Establishment of a dean of students; pp. 9, 10, Organization of student counselors; pp. 180-185, Placement, includes report of a questionnaire sent to all graduates in teaching positions.

INDIVIDUAL TRAINING: PROVISION FOR SUPERIOR STUDENTS

American Association of University Professors: Committee G. General reading for undergraduates. Bulletin of the Association, vol. x, No. 6, pp. 480-492, October, 1924.

Bibliography; devices for fostering reading; one of aims of initiatory course; an aim in provisions for honors students; recommendations.

Brooke, M. C. Grouping by Abilities. Psychological Clinic, vol. xvi, pp. 119-127 March, 1925.

Deich, Charles, and Jones, Elmer E. A Study of Distinguished High School Pupils in Iowa. U. S. Bureau of Education, Bulletin No. 46, 1923.

A questionnaire study (subjective) of selected pupils. Recommended program for education. Makes mention of their need for vocational guidance. Bibliography.

Discussion of "Recognition of the Individual," by C. E. Seashore. (Published in October number of *Journal of Engineering Education*) *Journal of Engineering Education*, new series, vol. xv, No. 4, pp. 284-291, December, 1924.

Freeman, Frank N. *Sorting the Students*. *Educational Review*, vol. lxviii, No. 4, pp. 169-174, November, 1924.
The reasons for and against sectioning on basis of ability.

Hawkes, Herbert E. *Individualized Instruction*. *Education*, vol. xlvi, No. 7, pp. 405-415, March, 1926.

Herriott, M. E. *Modifying the Technique of Instruction for Gifted Children*. Urbana, Illinois, University of Illinois, 1926. (University of Illinois Bulletin Bureau of Educational Research Circular, No. 41.)

Hersey, Rex B. *Individualizing Education in the Wharton School*. *Journal of Personnel Research*, vol. v, Nos. 1-2, pp. 31-43, May-June, 1926.

Hughes, W. Hardin. *Some Strong Points and Some Weak Points in Honor Students*. *Educational Research Bulletin of the Pasadena City Schools (Cal.)*, vol. ii, No. 3, pp. 3-9, November, 1923.
Compares honor students graduating from high school, with others, in the eight character traits of rating scale. Finds them low in leadership, force of personality, coöperativeness (above median even in these).

Institute of International Education. *The Problem of Fellowships for Foreign Students in American Universities and Fellowships for American Students in Foreign Universities*. Bulletins of the Institute, Fifth series, No. 1, pp. 18, New York, March 1, 1924.
An historical study and a survey of the present problems and practices.

Munro, George W. *Selective Sectioning in Thermodynamics; A Progress Report on a Continuing Pedagogical Experiment*. *Journal of Engineering Education*, new series, vol. xv, No. 3, pp. 202-213, November, 1924.
The objects of honor sections; basis and method of sectioning; grade distributions; costs; plans for continuation.

National Research Council: Division of Educational Relations. *Conference upon the problem of the unusually gifted student*, December 23, 1921. Mimeographed report, pp. 27, signed by Vernon Kellogg, chairman of the division. Distributed by the National Research Council, Washington.
Aydelotte (Swarthmore) on honors courses.
Coss (Columbia) on selection, sectioning, and rating (grading).
Seashore (Iowa) sectioning on basis of ability.
Wilkins (Chicago) on awards — to reward and stimulate good students.
Stewart (Iowa) on organization; program for year.
Potter (Purdue) discovering, training, encouraging superior students.
L. T. Moore, honors courses at University of Cincinnati.
References to Association of American University Professors, Committee G, and to Association of American Colleges.

Rice, John A., Jr. *Exceptional Student in the Middle West*. *School and Society*, vol. xxii, No. 566, pp. 543-547, October 31, 1925.
Exceptional student should be free in last two years of his academic career to pursue what he finds most congenial to himself.

Seashore, Carl E. Recognition of the Individual. *Science*, vol. ix, No. 1554, pp. 321-325, October 10, 1924. Also published in *Journal of Engineering Education*, vol. xv, No. 2, pp. 111, 122, October, 1924.

An address before the Society for the Promotion of Engineering Education. Boulder, Colo., June, 1924. Selection — for admission to college; placement — in each subject and consequent sectioning of classes; guidance; development of natural finishing places at different levels; motivation of individual (reward of individual must be such as students and faculty approve).

Seashore, Carl E. Sectioning on the Basis of Ability. Issued as a report of Committee G, *Bulletin of American Association of University Professors*, vol. ix, No. 6, pp. 9-24, October, 1923. Also reprinted for National Research Council, Washington, D. C.

Bibliography; full presentation of subject, including method of administration.

Seashore, Carl E. Comments on the plan for sectioning classes on the basis of ability. *School and Society*, vol. xvi, No. 410, pp. 514-517, Nov. 4, 1922.

A symposium of comments on Seashore's earlier article, obtained through the National Research Council.

Seashore, C. E. Rôle of Mental Measurement in the Discovery and Motivation of the Gifted Student. *National Academy Science Proceedings*, vol. xi, pp. 542-545, September, 1925.

Seashore, Carl E. The Gifted Student and Research. *The Association of American Universities, Twenty-fourth Annual Conference*, 1922.

Seashore, Carl E. The Individual in Mass Education. *School and Society*, vol. xxiii, No. 593, pp. 569-576, May 8, 1926.

Cold-blooded elimination of freshmen; need for intelligent induction of students — freshman week, etc.; departmental placement examinations; sectioning according to ability and other provisions for superior students; administrative separation of junior and senior colleges.

Stewart, George Walter (State University of Iowa). A Problem in the Education of College Students of Superior Ability. *School and Society*, vol. xiv, No. 360, pp. 439-447, November 19, 1921.

Lased on four months in the field, visiting colleges for National Research Council, Division of Educational Relations, and Division of Anthropology and Psychology.

Need individual or committee charged with duty of attention to and provision for ability as well as attainment. Devices. Practically outlines a committee on personnel direction.

Thorndike, Edward L. Education for Initiative and Originality. *Teachers College Bulletin*, eleventh series, No. 4, pp. 14, October 25, 1919.

While addressed to the methods of training for the active virtues, it also gives attention to the fact that they may be exercised in some fields though the same individual may fail to exercise them in others. An implied criticism of much in the rating scales.

Thwing, Charles Franklin. Superior Student in the College. *School and Society*, vol. xxii, No. 560, pp. 345-350, September 19, 1925.

University of Chicago. Commerce and Administration; the Graduate School, 1924-1925. Announcements, vol. xxiv, No. 3, pp. 39, December 15, 1923.

Page 9, Statement of intent of the school to provide individualized instruction, gauged to the individual's capacity and speed.

University of Chicago: Colleges of Arts, Literature and Science, Committee on Leading Students. Report in preparation, November, 1924.

An analysis of the qualities contributing to leadership; means of discovery of leaders and of facilitating their development.

Wood, Ben D. Sifting Out of the Exceptional Student and His Relation to the University Curriculum. Proceedings of the Association of American Universities, pp. 32-39, 1922.

Who is the exceptional student; means of discovering and classifying exceptional gifts; intelligence tests; rating scales; objective content examinations; placement examinations; the collegiate personnel bureau; special privileges and administrative provisions.

MENTAL HYGIENE

Blanton, Smiley. A Course in Mental Hygiene for College Students. Minneapolis, Minn., 1924 or earlier, typed pp. 6.

An outline for a semester course, meeting twice a week. Because of crowded freshman program, probably given in sophomore year; as an elective at the start.

Course includes a personality study of each student.

Blanton, Smiley, Mental Hygiene and Vocational Guidance. Vocational Guidance Magazine, vol. iii, No. 2, pp. 51-55, November, 1924.

Emotional necessities of the individual must be controlling factor in selection of a job. Discusses different emotional types, including usually the abnormal; gives vocational discussion of their cases; extends to normal group.

Blanton, Smiley. Mental Hygiene Program for Colleges. Mental Hygiene, vol. ix, No. 3, pp. 478-488, July, 1925.

Burnham, William H. Success and Failure as Conditions of Mental Health. Mental Hygiene, vol. iii, No. 3, pp. 11, 387-397, July, 1919.

One of the simple requisites for mental health is success — "the association of reality with a mental image." Admitting children to school with no adequate inventory or assignment to appropriate work, assures a large proportion of failure; improper sectioning of classes makes success impossible for many; prizes insure failure for all but the two or three winners; fetish of symmetrical development insures some failure; imposition of restrictive and stupid rules at home and in school makes it necessary to seek success by breaking the rules instead of keeping within their bounds. Failure has its uses also, but normal beings must have some measure of success.

Burnham, William H. The Normal Mind, pp. 702. New York, D. Appleton and Company, 1924.

Campbell, C. MacFie. The Responsibilities of the Universities in Promoting Mental Hygiene. *Mental Hygiene*, vol. iii, No. 2, pp. 199-209, April, 1919.

Masterful presentation. "We have at present a great deal more knowledge about mental disorders than is being utilized." No one—physician, teacher, or other—takes responsibility for incipient mental trouble. Important that the teacher should free himself of the myth of the golden age of childhood. We wish to care for the roots, not because grubbing in the soil has any particular charm, but in order that the plant may grow hardy and beautiful. Repressions, particularly in field of sex. Sex education now chiefly in smoking room. Training of teachers, of physicians, and mental hygiene service for students.

Dealy, Hermione L. College Women and Emotional Attitude. *Education*, vol. xl, No. 8, pp. 511-519, April, 1920.

Mental hygiene, need of more intimate knowledge of student, need of course in orientation, including some psychology — simple, applied; also general survey or integrating courses. More attention to interests — particularly home-making. Opposes segregation of sexes, bad in college and after; bad for faculty, especially when in rural community. In conclusion, pay some attention to the dominating interests, vocation, sex, social life, in location. General administrative arrangements, and in curriculum.

Fernald, Walter E. The Inauguration of a State-wide Public-school Mental Clinic in Massachusetts. *Mental Hygiene*, vol. vi, No. 3, pp. 471-486, July, 1922.

The legal basis, administrative provisions zoning state. Clinics began March, 1921. Traveling clinic, its procedure. Ten fields of inquiry. Correlation of chronological, mental, school age.

Hollingsworth, Leta S. Psychological Clinics in the United States. *Teachers College Record*, pp. 221-225, May, 1921.

Journal of Abnormal Psychology and Social Psychology. July-September, 1924. Editorial: conference of the National Research Council, Committee on College Entrance Tests, Washington, May, 1924.

Report of Committee on Mental Hygiene, Donald A. Laird, chairman. Wants a central bureau for mental hygiene; group tests for psycho-neurotic tendencies, applied once or more per year; study effect of co-education; a course in mental hygiene; lectures for faculties; training courses for consulting psychiatrists and mental hygiene counselors.

Kerns, Harry N. (West Point, N. Y.). Cadet problems. *Mental Hygiene*, vol. vii, No. 4, pp. 688-696, October, 1923.

Report of West Point psychiatrist, indicates prevalence of mental strain: boys come, focus of attention of home district; monastic prescribed life; honor system; everything competitive; discusses some of the problems.

Kerns, Harry N. Management of Acute Mental Hygiene Problems Found Among College Men. *Mental Hygiene*, vol. ix, pp. 273-281, April, 1925.

Laird, Donald A. Case Studies in the Mental Problems of Later Adolescence, with Special Reference to the Mental Hygiene of the College Student. *Mental Hygiene*, vol. vii, No. 4, pp. 715-733, October, 1923.

Collection of cases. "Difficult mental adaptations, usually with a bad solution of the difficulty" common among college students. Writer expresses odd attitude toward a desire on part of student to study. Regards it almost pathological. Probably an accidental overstatement. Does not attribute all the difficulty to the single institution, the college, but calls on the college to meet the problem.

Laird, Donald A. Mental Hygiene and Vocational Test. *Journal Educational Psychology*, vol. xvi, No. 6, pp. 419-422, September, 1925.

Lipman, Otto. (Director, Institute of Applied Psychology, Berlin). Translated by Anna Barwell. *Intelligence and the Emotional Factor; Testing of Emotional Factors*. *New Era*, vol. vi, No. 21, pp. 22-25, January, 1925.

McCormack, T. J. Educational Method and the Function of Mental Hygiene. *School and Society*, vol. xxi, No. 523, pp. 9-15, January 3, 1925.

MacCracken, Henry N. Mental Hygiene in the College Curriculum. *Mental Hygiene*, vol. ix, No. 3, pp. 469-477, July, 1925.

Meeting in Washington of Section I (Psychology) American Association for the Advancement of Science. *School and Society*, vol. xxi, No. 527, p. 139, January 31, 1925.

Discussion of psychological service for college students. Professor D. C. Rogers (Smith College) chairman of conference. Work cited at Princeton, Chicago Normal College, Ohio University. Committee appointed: E. A. Doll of Ohio State University, chairman.

Morrison, Angus W. (University of Minnesota). Mental Hygiene and Our Universities. *Mental Hygiene*, vol. vii, No. 2, pp. 258-270, April, 1923.

Valuable bibliography. General presentation of topic. Brief results of questionnaire to 342 deans on reasons for drop-outs, need for mental hygiene, etc. Recommendations: physical examination, including neuro-psychiatric, of every student every year. Instruction of faculty in mental hygiene.

Morrison, Angus W., and Diehl, Harold S. Some Studies of Mental Hygiene Needs of Freshman University Students. *Journal of the American Medical Association*, vol. lxxxiii, No. 21, pp. 1666-1670 and discussion, pp. 1670-1672, November 22, 1924.

A report based upon the experiences of the authors in conducting a mental hygiene clinic for the students of the University of Minnesota. It contains a full copy of the questionnaire which freshmen are asked to fill out, together with tables and charts summarizing the findings of the clinic.

National Committee on Mental Hygiene. List of publications distributed by the committee. New York, May, 1924.

An extensive list.

Paton, S. Mental Hygiene in the University. *Scientific Monthly*, vol. xix, pp. 625-631, December, 1924.

Peck, Martin W. Mental Examinations of College Men. *Mental Hygiene*, vol. ix, No. 2, pp. 282-299, April, 1925.

Peck, M. W. and Wells, F. L. Boston. On the Psycho-sexuality of College Graduate Men. *Mental Hygiene*, vol. vii, No. 4, pp. 697-714. Oct., 1923. One of the series of investigations financed by the Committee for Research on Sex Problems, Division of Medical Sciences, National Research Council. A subjective questionnaire as to sex interests and sex experiences.

Pratt, George K. Vocational Guidance and Mental Health. *News-Bulletin of the Bureau of Vocational Information*, New York, vol. 2, No. 5, pp. 35-39, March 1, 1924. A non-technical presentation.

Pruette, Lorine and Fryer, Douglas. Affective Factors in Vocational Mal-adjustment. *Mental Hygiene*, vol. vii, No. 1, pp. 102-118, January, 1923. In many cases it is the affective condition of the individual that determines or prevents his adjustment to occupational life. A number of cases, not of college type.

Report of Committee on Mental Hygiene, University of Minnesota. *Mental Hygiene*, vol. ix, No. 2, pp. 429-439, April, 1925.

Ruggles, Arthur H. Why Mental Hygiene in Colleges? *Survey*, vol. liii, No. 12, pp. 753-755, March 15, 1925. Reference to Princeton, Dartmouth, West Point, Minnesota, Vassar, Brown, Vermont, and others. "Usually a rather brief interview serves to spread before us all the individual's problems of adjustment; perhaps half the cases we may see in college can be helped to an adjustment in one or two interviews." Presents interesting cases. Requires "closest coöperation between the directors of physical health and physical activities, the personnel and vocational departments, the psychology department, the dean's office, and leaders in undergraduate activities." His opinion that it should be connected with the health department administration, rather than the personnel office as at Dartmouth.

Ruggles, A. H. College Mental Hygiene Problems. *Mental Hygiene*, vol. ix, No. 2, pp. 261-272, April, 1925.

Sands, Irving J., and Blanchard, Phyllis. Some of the Psychological Mechanisms of Human Conduct. *Mental Hygiene*, vol. vi, No. 3, pp. 498-521, July, 1922. From viewpoint of educational method and vocational guidance; intellectual equipment and special abilities and disabilities not so important as instincts and emotions. Article not restricted to college levels.

Stanford University. Announcement of Courses 1924-25. *Bulletin*, third series, No. 83, pp. 199, May 1, 1924. Page 174, Psychology 50, an elective, lower division course in mental hygiene. Attention to methods of learning and study.

Study of Maladjustment. *School Review*, vol. xxxiii, pp. 727-729, December, 1925. Announcement: Psychological Clinic of Ohio State University has published pamphlet entitled "A Study of the Maladjusted College Students." Gives brief summary of efforts which have been made in colleges to study personal traits and academic and social relations of students. Gives series of analytical tables based on examination of many cases, showing

kinds of maladjustment which are encountered in dealing with a body of students.

Tiebout, Harry M. Psychiatric Phases in Vocational Guidance. *Mental Hygiene*, vol. x, No. 1, pp. 102-112, January, 1926.

Truitt, Ralph P. The Child Guidance Clinic. *Bulletin of the California Conference of Social Work*, vol. vii, No. 2, pp. 6-8, March, 1924.
Describes the Los Angeles experiment, under support of the Commonwealth Fund, to serve children 3 to 17 years of age, of normal intelligence, but abnormal in interest, attitude, or behavior.

Truitt, Ralph P. The Psychiatric Element in Vocational Guidance. *Vocational Guidance Magazine*, vol. iv, No. 2, pp. 87-92, November, 1925.

Williams, Frankwood E. Mental Hygiene and the College Student. *Mental Hygiene*, vol. v, No. 2, pp. 283-301, April, 1921. Also vol. ix, No. 2, pp. 225-60, April, 1925.
Long-standing taboo of the emotional side of life. "The university . . . its interest narrowly focused upon the intellect instead of upon the mind as a whole." Gives aims of mental hygiene service in college.

Young, K. Mental Hygiene and Personality Guidance in Colleges. *Mental Hygiene*, vol. ix, No. 3, pp. 489-501, July, 1925.

ORIENTATION CLASS

American Association of University Professors, Committee G. Initiatory Courses for Freshmen. *Bulletin*, vol. viii, No. 6, pp. 10-40, October, 1922.
A survey of the topic, of great value.

Bessesen, B. B. The Freshman Engineering Problems Course. *Journal of Engineering Education*, vol. xvi, No. 8, pp. 564-572, April, 1926.

Brewer, John Marks. Vocational Guidance Through the Life-career Class. *School and Society*, vol. vi, No. 150, pp. 541-545, November 10, 1917.
Social purpose of vocational guidance may best be served by actual class. Student must be helped to do own thinking. Suggests materials and methods (high school).

College of Industrial Arts. Catalogue. Denton, Texas. *Bulletin* No. 108, pp. 239, March 1, 1924.
Page 96, Economics 330, Women in Industry: the industrial position of women, both from the analytic and the historic point of view. A survey of the vocations open to women.

College of the City of Detroit: Vocational Bureau. *Bulletin*, p. 1, January, 1925.
Description of the two courses in occupations.

Coöperation in Vocational Guidance. *News-Bulletin of the Bureau of Vocational Information*, vol. ii, No. 7, p. 53, April 1, 1924.
A lecture and conference course on "Vocations Open to Trained Women" given by the College for Women of Western Reserve University and the Business and Professional Women's Club of Cleveland. List of speakers; standard outline used by each.

Cornell College. Seventy-first Annual Catalogue, for 1923-1924. Mount Vernon, Iowa *Bulletin*, vol. xxv, No. 14, pp. 104, March 15, 1924.

Page 17, Required freshman lectures, without credit, during first semester. Page 18, Vocational survey course in first semester of sophomore year, required, one hour credit. Page 33, Description of this course.

Educational Guidance Course for College Freshmen, An. School Review, vol. xxx, No. 1, p. 10, January, 1922.

At Virginia Polytechnic Institute class meets twice a week, no outside preparation, examination at end, credit given. "To help the new student fit himself into the college life and make the best of the opportunities offered him. To aid the student in choosing a vocation and the course of instruction which will best fit him for his vocation." To be given by the president, or other instructors under his general direction.

Harap, Henry. A course in Academic Guidance for College Students. School and Society, vol. viii, No. 188, pp. 145-147, August 3, 1918.

The lack of guides or interpreters of the bewildering offerings of a college. Course should show student his place in the academic system; the purposes of the courses; how to study; how to make elections. Reference to Brown University.

Kansas State Agricultural College. Catalogue, 1924-25.

Engineering Lectures, General Engineering 101. Required throughout freshman year in both engineering and architecture. "Lectures one hour a week, Dean Seaton, other members of the engineering faculty, and visiting practising engineers. These lectures are designed to acquaint students who are beginning the study of engineering and architecture with the fundamental principles of their profession and to give them a general survey of the field of engineering." Also description of the seminar in the three upper years, General Engineering 105, required throughout each year, lectures, papers, and discussions, one hour a week, the seminars organized separately by departments, occasionally uniting.

Maverick, Lewis A. The Class in Occupations. School and Society, vol. xvi, No. 404, pp. 348-351, September 23, 1922.

The proper place in the educational system, and the content of the class in occupations.

Miner, J. B. New Type of College Course: Conferences on Life Interests. School and Society, vol. xxii, No. 562, pp. 416-422, October 3, 1925.

New York University: College of Engineering. Announcements for 1924-1925. Bulletin, vol. xxiv, No. 3, pp. 104, February, 1924.

Page 84, "Engineering 10, Principles of engineering practice. A broad introductory course." A survey of engineering and its requirements.

New York University: School of Commerce, Accounts, and Finance. Announcements for 1924-1925. Bulletin, vol. xxiv, No. 8, pp. 166, March 29, 1924.

Pages 141, 142, "Management 17: Personal Management . . . to assist the student in organizing himself and his efforts."

New York University: Washington Square College. Announcements for the Year. Bulletin, vol. xxiv, No. 7, pp. 164, March 22, 1924.

Page 153, Psychology 21 and 22, course entitled "Personal Development," course in effective use of mind: "observation, concentration, memory, imagination, thinking, reading, studying . . ." individually applied.

Northwestern University. Announcement of courses, College of Liberal Arts, 1924-25. Bulletin, vol. xxv, No. 3, pp. 99, September 15, 1924.
Page 14, Freshmen required to attend lectures on college life and relations. Page 35, "Education AA," course in methods of study.

Northwestern University: The School of Commerce, Evanston Division. Bulletin for 1924-1925, vol. xxiv, No. 32, February 2, 1924.
Page 16, Personnel department serves both School of Commerce and College of Liberal Arts; service includes placement. Pages 40, 41, 53 and 54, training for personnel administration. Page 46, also p. 72, Course "Problems in contemporary thought."

Pruette, Lorine (Smith College). Vocational Orientation for the College Student. Educational Review, vol. lxix, No. 2, pp. 83-85, February, 1925.
Divides vocational guidance into occupational sociology and vocational psychology. Offers outline for a course in vocational adjustment for women. Does not state whether outline has been used.

Purdue University. Annual Catalogue. Bulletin, vol. xxiv, No. 5, March, 1924.
Page 139, description of courses in General Engineering. "Nos. 1 and 2, engineering problems; lectures, recitations, solution of problems, inspection trips. The course aims to acquaint the freshman engineering student with engineering problems and to increase his personal efficiency." "No. 3, engineering administration," second semester senior year, covers miscellaneous administrative and legal phases of engineering.

Robinson, Edgar E. Problems of Citizenship — A Course that Every Stanford Man and Woman will Hear. Stanford Illustrated Review, vol. xxiv, No. 8, pp. 336-397, 429, 430, May, 1923.
Partakes largely of the nature of Columbia University's course in Contemporary Civilization. At inception, course will treat of local orientation to the college community. At conclusion, the special courses at Stanford and the objectives to which they lead.

Smith, John F. Vocational Information for Mountain Youth. Journal Educational Method, vol. v, No. 2, pp. 71-73, October, 1925.
"Occupations" course offered in Junior High School of Berea College and planned with special reference to the needs of young people who come from the southern mountains.

Stanford University. Announcement of Courses 1924-1925. Bulletin, third series, No. 83, pp. 199, May 1, 1924.
Page 25, Required year-course in citizenship.

University of Illinois. Annual Register, 1923-1924. Bulletin vol. xxi, No. 27, pp. 581, March 3, 1924.
Page 125, General engineering lectures for freshmen, a required course, one lecture a week, somewhat popular in nature.

University of Minnesota: The College of Science, Literature and the Arts. Announcement for 1924-1925. Bulletin, vol. xxvii, No. 19, pp. 188, May 1, 1924.
Pages 82-158, Description and schedule of the two-quarter course in orientation, "in the world of nature, of man, and of organized society."

White, C. L. Freshman in Engineering. *Educational Administration and Supervision*, vol. xii, No. 2, pp. 95-104, February, 1926.

Describes courses in general engineering drawing and engineering problems which are used as agencies for training freshmen in methods of study and for portraying the nature of the profession.

ORIENTATION DEVICES: CONFERENCES, FRESHMAN WEEK, FRESHMAN YEAR

Bass, Frederic (University of Minnesota). The All-university Freshman Year. *School and Society*, vol. xiv, No. 357, pp. 363-368, October 29, 1921.

Qualities of the individual students should be intelligently estimated, and each given proper opportunities to develop. Result: motivation, and university spirit. Special staff for study of students. Staff to be in close touch with industry. Introductory courses should be of general or survey type. Placement bureau. Reference to junior colleges, and lower division arrangements.

Brewer, John Marks. College Vocational Conferences. *School and Society*, vol. xiv, No. 346, p. 82, August 13, 1921.

Questions the value of the "vocational conference" as compared with a regular class in the curriculum. "Let us have them, however, until college faculties are willing to do better."

Brown University. The Catalogue, 1920-1921. Providence, R. I. Bulletin, vol. xvii, No. 4, pp. 309, December, 1920.

Page 149, orientation lectures, to adjust new students to the university and its facilities.

Burwell, W. R. (Dean of Freshmen, Brown University, R. I.). Orientation Lectures. A printed series of outlines, for addresses each week from September 19 to October 28, 1924.

None specifically related to vocation. Covers orientation to college, inspiration, hygiene, manners.

Evans, Henry R. Library Instruction in Universities, Colleges and Normal Schools. Washington, U. S. Bureau of Education, Bulletin, No. 34, pp. 38, 1914.

A national survey of training given students in use of library. Bibliography.

Duckering, William E. (Iowa State College). Engineering Problems, McGraw-Hill Co., 1921.

A Reference Book used in orientation class for engineers at University of Kansas.

Freshman Week. What the Colleges are Doing, No. 14. Ginn & Co., November, 1924.

Conferences, social and athletic events, sight-seeing tours, orientation lectures. Emphasizes University of Maine. Also Harvard, Chicago, Western Reserve, New Hampshire, Rochester, Atlanta.

Freshman week at the University of Minnesota. *School and Society*, vol. xxiii, No. 584, pp. 304-305, March 6, 1926.

Freshman Year at Harvard. *School and Society*, vol. xxi, No. 523, pp. 17-18, January 3, 1925.

"J. A. G." Freshman Week at the University of Maine. A letter to *School and Society*, vol. xxi, No. 523, pp. 23-25, January 3, 1925.

Maine began in 1923. Gives full details of 1924 program: lectures; placement tests and physical examinations; chapel; photographs of individuals; recreation; evening programs.

Greenough, Chester Noyes. The Freshman Year at Harvard. *Harvard Alumni Bulletin*, vol. xxvii, No. 13, pp. 367-371, December 18, 1924.

New method of admission. Statistics of successes and failures. Calls for bridging the gap between preparatory school and college: more restrictions for freshmen, less for upperclassmen. Wants freshman week or equivalent. Better advising. Reform of student activities — not to pile up work when studies press. Expert coöperation from school masters and parents. No matter how hard we try to adjust all points, some students will fail and must be eliminated.

Jones, Edward S. (Oberlin College). Notes on a College Vocational Conference. *School and Society*, vol. xiii, No. 339, pp. 729, 730, June 25, 1921.

Disappointed at slight attendance and lack of faculty support. Yet two thirds of attendants said they were benefitted.

Leach, Howard S. Library Orientation at Lehigh. *School and Society*, vol. xxiii, No. 596, pp. 683-684, May 29, 1926.

Freshman class divided into four groups; lecture, assigned exercises designed to lead each student to sample the facilities of the library.

Lectures on the Vocations at Harvard University. *Harvard Alumni Bulletin*, December 20, 1923, pp. 335. Quoted in *School and Society*, vol. xviii, No. 470, pp. 776, 777, December 29, 1923.

Lectures begun last year; to be continued. Lowell on "Choosing a Career." Such lectures "tend almost inevitably to become 'inspirational.'" Inspiration is desirable, but it seldom solves the individual problem." Information more desirable. Want a bulletin?

McMurry, F. M. *How to Study and Teaching How to Study*, pp. 324. Boston, Houghton Mifflin Co., 1909.

A text widely used in classes in educational methods, and in orientation.

Students and Faculty Pleased with Results of "Freshman Week." *Christian Science Monitor*. Boston, October 30, 1924.

An interview with Dean Wilkins of the University of Chicago, on the "freshman week" at Chicago. Students fill out application blanks, practically autobiographies. Deans study as basis for conferences. Come six days before registration. Sightseeing trips, especially through library; placement tests; chapel talks by president and deans; social program, including fraternity rushing. Pleased; will repeat next year. Entrants of exceptional ability invited to enter limited class in "The Nature of the World and of Man."

University of Illinois: Women's League and Y. W. C. A. Notice of women's vocational guidance conferences, November 17, 18, and 19, 1924.

Poster, giving program of conference. Also a folder announcing similar conference November 19-21, 1923.

University of Michigan. Annual Announcement of College of Literature, Science and the Arts, 1924-1925. Bulletin, new series, vol. xxvi, No. 5, August 2, 1924.

Page 22, required attendance of freshman women at meeting during registration period, "to receive general instruction from the Dean of Women and the Physical Director."

Van Hoesen, Henry Bartlett (Princeton). Graduate and Undergraduate Instruction in the Bibliography and Use of the Library. School and Society, vol. xxi, No. 533, pp. 311-314, March 14, 1925.

What should be done for freshmen. What should be done for upper classmen. A general course and several special topics. Recommends lectures in "freshman week" (Harvard University, University of Maine, etc.).

Vocational Guidance at Brown. Boston Evening Transcript, February 11, 1921.

Brown University (R. I.) to provide a series of lectures for seniors by business men: "Intention Lectures." The speakers to be asked to follow a standard outline.

Wilkins, E. H. Freshman Week at the University of Chicago. School Review, vol. xxxii, No. 10, pp. 746-751, December, 1924.

ORIENTATION PUBLICATIONS

Beloit College. Series of small folders. Beloit, Wisconsin, about 1916.

Training for journalistic writing and editorial work.

Courses preparatory to the study of engineering, medicine, forestry, and agriculture. Courses offered in the Department of Economics. Courses preparatory to the study of law, commerce, consular, and civil service.

Columbia University. The Engineer and the University, pp. 20. Secretary of Columbia University, N. Y., 1921.

A general or popular presentation.

Chicago Board of Education: Vocational Guidance Department; Committee of High School Advisers. Information for the Prospective College Student, pp. 8. Chicago, 1921.

An excellent basis for study in high school. Gives some information about the colleges, especially in Illinois, and points to methods and necessity of getting complete information about college chosen.

Council on Medical Education and Hospitals. Choice of a Medical School. 535 N. Dearborn St., Chicago, February 1, 1922, pp. 25 (based upon several previous articles in the Journal of the American Medical Association).

Choice of college for premedical education; classification of medical schools; details such as scholarships, interne work.

List of pamphlets published by the council.

Fryer, Douglas. Vocational Self-guidance. Philadelphia, J. B. Lippincott Co., 1925.

Provides articles by business and professional men on their callings. Provides means for self-testing by young man seeking to make vocational decision.

Joliet Township High School and Junior College: Student-Teacher Council. Student's Handbook, 1924-1925. Joliet, Ill. 1924, pp. 546.
Pages 34-36 description of committees of faculty advisers, and of the personnel office.

Kansas State Agricultural College; Committee on Vocational Guidance. How to obtain information regarding 450 occupations for which the Kansas State Agricultural College trains men and women. Manhattan, Kansas. Bulletin, vol. v, No. 8, pp. 22, August 1, 1921.
Summary of the vocational guidance activities at the college, by departments. Alphabetical list of occupations with reference to faculty member to consult. Footnotes give reference to alumni who might be consulted.

Kansas State Agricultural College: Division of Agriculture. A partial list of agricultural occupations for which young men are trained at Kansas State Agricultural College. Manhattan, Kansas. Mimeographed, pp. 4, in use 1924.
Similar to the list in the 1921 bulletin.

McKown, Harry C. The High-school Hand-book. School Review, vol. xxxii, No. 9, pp. 667-681, November, 1924.
A study of high school handbooks with suggestions.

Middlebury College. Programs for College Students. Middlebury, Vermont. Bulletin, vol. xv, No. 2, pp. 28, October, 1920.
To assist students plan courses: pre-professional, and vocational or partly vocational (i. e., education, social work).

Middlebury College. The High School Graduate: His Chances of Success, pp. 6. Middlebury, Vermont, 1921.
Popularized statistics showing chances of college man making a great name as against high school and less education. Wiley returning from Harvard to be vocational adviser.

Northwestern University. Undergraduates' Manual. Bulletin, vol. xxv, No. 10, pp. 80, November 3, 1924.
Scholastic regulations; facilities; student activities.

Oberlin College: Bureau of Appointments. Vocational Advice for College Students. Oberlin, Ohio. Bulletin, new series, No. 142, pp. 144, 1918.
Under each field, technical or pre-professional courses offered at Oberlin; professional courses, with entrance requirements; advice from several authorities; bibliography.

Oberlin College. Suggestive Schedules. Prior to 1913.
Predecessor of the later vocational bulletin.

Ohio Wesleyan University. Series of small folders. Delaware, O., 1912 to 1921.
The college and journalism; the college and teaching; the college and engineering; the college and medicine; college and the law; the college and the ministry; the college and farming; points for the man who is undecided about his life work; preparation for business at Ohio Wesleyan University; home economics at Ohio Wesleyan.

Purdue University: Office of the Dean of Engineering. Information for engineering students concerning the personnel system of Purdue University. Lafayette, Ind., pp. 4, in use 1924.

Gives the information implied in the title, including a copy of the personnel record card.

Sanford, Myron R. Shall I Study Latin in College? Middlebury College Bulletin, vol. xiii, No. 8, pp. 7, July, 1919.

Addressed to incoming students.

Seashore, Carl E. (State University of Iowa). An Open Letter to Freshmen. Pamphlet to be published 1925.

Seashore, Carl E. An Open Letter to College Seniors. Iowa City, Iowa. Bulletin of the State University of Iowa. New series, No. 200, second edition pp. 9, February 15, 1921; reprinted by National Research Council, Washington, D. C.

Value and requirements of graduate study; who should pursue it; stipends and scholarships at the University of Iowa.

Simmons College. Vocational Opportunities, Professional Training for. Boston. Bulletin, vol. xiii, No. 2, Part 2, September, 1919.

The aims and the facilities of the departments of the college.

Smith College Association for Christian Work. Student's Handbook, pp. 144. Northampton, Mass., 1920-21.

Page 20, Faculty advisers. Page 23, Upper-class student advisers.

Page 92, What you can do after college.

Stanford University. Registration Manual for the Lower Division, 1924-25. Bulletin, third series, No. 85, pp. 24, June 16, 1924.

The history and purpose of the lower division; the committee on lower division administration; detailed requirements.

Stanford University, Committee on Vocational Guidance. Vocational Information. Bulletin, Third Series, No. 22, revised 1923, pp. 184, June 15, 1919.

A bulletin designed to be placed in the hands of students. Introduction relates to the intent of the founders of the University, that special attention should be paid to guidance, and to the establishment in 1913 of the Committee on Vocational Guidance. The main body of the report discusses occupations each under the following broad headings: personal qualifications; financial considerations; attractions; preparation; special considerations.

Stanford University. Vocational Training, pp. 8. Palo Alto 1918 or earlier.

Choice of major subject, with vocation in mind.

Guidance facilities in the university.

A list of vocations which students may enter after graduation from the various departments.

State University of Montana. Student Handbook and M Book, pp. 73. Missoula, Montana, September, 1920.

Orientation, university requirements; the relation of student and adviser; choice of major department or professional school and assignment of adviser.

University of Chicago: Colleges of Arts, Literature, and Science; Education; Commerce and Administration. Instructions and suggestions for first-year students with announcements of courses open to them, pp. 8. Chicago, 1924.

Detailed program of freshman week. Courses open to freshmen.

University of Illinois. Facts for Freshmen. A handbook, prior to 1913, probably continued annually to date.

University of Kansas, Division of Vocations. A series of mimeographed studies of vocations written by members of the faculty. Dates not given, probably 1915 to 1924.

Alter, Dinsmore, *The Study of Astronomy*, pp. 3.

Bailey, E. H. S., *Vocational Opportunities in the Field of Chemistry*, pp. 5.

Boynton, A. J., *Accounting and Statistics*, pp. 4.

Boynton, A. J., *Banking and Foreign Trade*, pp. 4.

Butler, H. L., *The Singer*, pp. 2.

Chubb, H. B., *Training Men for Public Service*, pp. 3.

Downing, W. B., *Public School Music*, pp. 2.

Fassett, C. M., *Training for Municipal Administration*, pp. 3.

Flint, L. N., *Advertising*, pp. 5.

Flint, L. N., *Journalism*, pp. 9.

Galoo, E., *The Vocational Value of French and Italian*, pp. 3.

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Engineering Graduate's Opportunities with the General Electric Co., pp. 44 Schenectady, N. Y., 1922.

Federal Board for Vocational Education. A study of occupations at which 6097 physically disabled persons are employed after being vocationally rehabilitated. Washington, Government Printing Office. Bulletin No. 96, Civilian Vocational Rehabilitation Series No. 9, pp. 67, January, 1925.

A statistical distribution by types of disability, sex, age, schooling, state, and occupation in which placed.

Fertsch, Albert. Supervised Employment in Relation to Vocational Guidance. Vocational Guidance Magazine, vol. iv, No. 3, pp. 111-113, December, 1925.

Fisk, Helen G. One New Phase of Social Work in California. Bulletin of the California Conference of Social Work, vol. vii, No. 2, pp. 9-11, March, 1924.

Reports on the placement offices for professional and trained women, in Pasadena, Los Angeles, San Diego, Oakland.

Georgia College Placement Office. Opportunities in Business for College Graduates, pp. 57. Atlanta, Georgia, 1925.

The articles are by local business men. Introduction tells of the beginning of the Placement Office under the leadership of Cator Woolford.

Harrison, Shelby M., and associates. Public Employment Offices; Their Purpose, Structure, and Methods, pp. 685. Russell Sage Foundation, New York, 1924.

A survey of present practices in public, private, philanthropic, and co-operative employment offices. Prospects for public employment offices; history and major problems; unemployment and pooling of labor reserve.

Husband, Richard W. Present Occupations of the 1922 Graduates of Dartmouth College. News-Bulletin of the Bureau of Vocational Information, New York City, vol. i, No. 15, pp. 7, May 15, 1923.

The editor compares Dean Husband's figures with similar data from women's colleges.

Kelley, R. C. Can you Turn a College Man Loose in Your Factory? Factory, vol. xxxiv, pp. 924-926, June, 1925.

Leavitt, Frank M. Placement as the Central Feature in a Vocational Guidance Program. School and Society, vol. xv, No. 383, pp. 461-465, April 29, 1922.

Since the young person normally enters work before giving serious thought to choice of a life career, we should adapt our guidance, and not try to make it precede placement.

Mills, J. Selecting and Placing College Graduates. Iron Age, vol. cxv, pp. 757-759, March 12, 1925.

New York University. School of Commerce, Accounts, and Finance; Announcements for 1924-1925. Bulletin, vol. xxiv, No. 8, pp. 166, March 29, 1924.

Pages 41, 42, Bureau of employment, for students and graduates.

Present Occupations of Last Year's Graduates of Yale College. News-Bulletin of the Bureau of Vocational Information, New York, vol. i, p. 3, No. 17, June 1, 1923.

Figures taken from report of secretary of Yale University.

Present Occupation of the 1922 Graduates of Five Women's Colleges. News-Bulletin of the Bureau of Vocational Information, New York, vol. i, No. 13, p. 3, April 1, 1923.

A statistical tabulation.

Schwab, Abigail. The Work of the Placement Office. Vocational Guidance Magazine, vol. iv, No. 3, pp. 97-102, December, 1925.

Simmons Secretarial Graduates (Boston). News-Bulletin of the Bureau of Vocational Information, New York, vol. ii, No. 16, p. 126, October 15, 1924.

The work done and the salaries earned by graduates since 1906.

Smith College: Appointment Bureau. Self-help at Smith College, pp. 32, 1924. Northampton, Mass.

Information concerning scholarships, loan funds, necessary expenses, and opportunities for earning money.

Tarbell, R. W. Bridging the Gap from School to Industry. *Industrial Arts Magazine*, vol. xv, pp. 75-78, March, 1926.

Tarbell, R. W. Difficulties Encountered by Young People on Leaving School and Entering Industry. *Industrial Arts Magazine*, vol. xiv, No. 12, pp. 441-445, December, 1925.

Tatlock, Jessie M. (Secretary). The Coöperative Bureau for Women Teachers. *News-Bulletin of the Bureau of Vocational Information*, vol. iii, No. 1, p. 4, January 1, 1925.

Coöperatively established, governing board under chairmanship of President of Smith College, financed by Carnegie Foundation, Director Miss Margaret Bell Merrill, office 2 West 43rd St., for placement.

U. S. Employment Service, Department of Labor. *Directory of Public Employment Offices*, pp. 20. Washington, Government Printing Office, May, 1924.

U. S. Employment Service, Junior Division, Department of Labor. Policies, Development Plans, and Analysis of Positions, pp. 13. Washington. Mimeographed, January 31, 1921.

A description of the Junior Division and the field of junior employment it is designed to serve.

University of California. Circular of Information, Academic Departments. Bulletin, third series, vol. xviii, No. 2, pp. 96, August, 1924.

Page 88, Employment, opportunities for self-support. Page 92, Appointment registry, three different services: for teachers; for college and university positions; non-teaching positions.

University of Chicago. Commerce and Administration: Graduate School, 1924-1925. Announcements, vol. xxiv, No. 3, pp. 39, December 15, 1923.

Page 9, Placement of the alumni: "In accord with what is generally regarded as reputable practice, the School assumes no responsibility for the placement of its alumni. It is true, however, that the School receives so many requests for men that the majority of its alumni pass out to positions through the assistance of the office."

University of Chicago. The School of Education, 1924-1925. Announcements, vol. xxiv, No. 6, pp. 84, January 15, 1924.

Page 80. The board of recommendations, for placement of teachers.

University of Michigan. Annual Announcement of College of Literature, Science, and the Arts, 1924-1925. Bulletin, new series, vol. xxvi, No. 5, August 2, 1924.

Page 70, Bureau of appointments for teachers. Page 71, Student self-help. Employment service maintained by dean of students (men) and dean of women.

Yale University: Industrial Department, Bureau of Appointments. September Bulletin, pp. 4, New Haven, Conn., 1920.

One of the series sent out to coöperating firms, listing the applicants for positions, with description of their qualifications.

Yale University: Bureau of Appointments. New Haven, Conn., 1924, pp. 16. Annual report of the director.

Besides the annual statistics, recommends (p. 4) "systematic analysis of the typical vocations and careers which college-trained men are entering, and the initiation of facilities for vocational guidance along more scientific lines than have hitherto been developed."

Yale University: Bureau of Appointments. *Student Self-support*, pp. 37. New Haven, Yale University Press, 1920.

A statement to students of opportunities for self-support, facilities of the bureau, with condensed annual statement of placements. Scholarships and loans.

RECORD FORMS

Blanton, Smiley. History blank. Minneapolis, Minn., in use 1924. Mimeo-graphed, pp. 4.

An outline for patient to use in giving information to the psychiatrist for a personality study.

Brewer, John M. Self-measuring Scale for Achievement and Experience in Work and Education. Cambridge, Mass. Harvard University Bureau of Vocational Guidance, pp. 4, 1926.

One of two such scales, for self-analysis, to help determine how well-prepared the individual is to plan his educational and vocational future. High school level.

Brewer, John M. Self-measuring Scale for Information on Education and Vocations. Cambridge, Mass., pp. 4, 1926.

One of two such scales. Designed for self-analysis to aid the individual to determine how well-prepared he is to plan his educational and vocational future. High school level.

College of Industrial Arts. Blank for Vocational Census of the C. I. A. Students, 1919-1920. Denton, Texas, p. 1.

A questionnaire addressed to the students by Dean Jessie H. Humphries.

College of Industrial Arts. Record Card for Use in Vocational Counselor's Office. In use 1924.

A personnel questionnaire, designed in part to locate those who may need special vocational courses outlined for them. Includes report from references.

Columbia University: Columbia College. Prognosis Card from Director of Admissions to Dean. In use 1924.

Includes intelligence test mark, probable scholastic standing (based on inspection of previous record, examinations, and intelligence test), financial standing and notation of scholarship or loan. This card is later referred to by the appointments office.

Columbia University: Columbia College. Dean's Card. In use 1924.

A record form for academic and personal information.

Columbia University: Columbia Law School. Senior's Card giving Personal Information and Applying for Placement. In use 1924.

Columbia University: Columbia College. Rating Scale for Principal of High School. In use 1924, p. 1.

Columbia University: Director of Admissions. Adviser's Card. In use 1924, small four-page card folder.

Student fills in few blanks on residence while in university, part-time work, time spent in travel. Director of admissions then assigns number of points to be carried, subject to modification by adviser. In record of preparation, quality of preparation is indicated for each subject. In 1925, an additional card will be sent, with assignment to sections on basis of placement examinations, which will be taken and graded in advance of registration.

Columbia University: Barnard College. *Alumna Record*. In use 1924, p. 1.

A personal, educational, and vocational questionnaire for the Quinquennial Catalogue.

Columbia University: Barnard College, Occupation Bureau. *Record of Freshman Interest*. In use 1924, p. 1.

A simple questionnaire to obtain identifying information, vocational and educational history, interests and plans.

Cornell College. *Student Rating Card*. Mount Vernon, Iowa, p. 1. In use 1924.

First used to secure ratings for applicants for teaching positions, now for applicants for all positions.

Cornell College. *Student Record*. Mount Vernon, Iowa, p. 1. In use 1924.

Condensed personnel record used by dean of women. Includes records of ratings, student activities, vocational preferences and experiences.

Cornell College. *Personal Information Blank*. Mount Vernon, Iowa, pp. 4. In use 1924, mimeographed.

A personal questionnaire used for several years in connection with the sophomore class in vocational information, first used for women, now for both men and women.

Craig, D. R. *Analysis of Personnel Forms*. *Industrial Management*, vol. lxx, pp. 122-124, August, 1925.

Darsie, Marvin L. *A Method of Reporting the Significance of Intelligence Tests to Parents and Teachers*. *School and Society*, vol. xxii, No. 567, pp. 597-600, November 7, 1925.

Presents and discusses a standard report sheet indicating with proper cautions and safeguards the probable significance of the pupil's intelligence rating.

Joliet Township High School and Junior College. *Distribution of Time*. Joliet, Ill., p. 1. In use 1924.

A chart with spaces for six years, in which the student indicates the amount of time spent in different activities.

Joliet Township High School and Junior College. *Cumulative Test Record, and Supplementary Personnel Record*. Joliet, Ill., pp. 1, August, 1924.

Joliet Township High School and Junior College. *Personnel Record*. Joliet, Ill., pp. 4, 1924.

Personal information, educational experience, record and preferences, vocational experience, ambition, activities. Note in particular a separation of record of academic subjects from vocational.

Joliet Township High School and Junior College: Personnel Department. *Rating Blank*. Joliet, Ill., p. 1. In use 1924.

Joliet Township High School and Junior College. *The Personnel Record; Explanations and Directions for Use.* Joliet, Ill., pp. 8, 1924. Mimeographed.

For use of teachers and advisers, who are invited to use the personnel records. Includes questionnaire which is source of some of personal material in the record. Second questionnaire and time chart for activities and self-support.

Littlejohn, J. C. *Personal Record Systems.* Clemson Agricultural College, S. C., pp. 19. (Printed for the 13th national convention of the American Association of Collegiate Registrars, Boulder, Colo., April, 1925.)

Have kept personal records with photographs for 14 years; letter rating on ten characteristics; samples of cards as rated. Appends forms from other colleges.

New York University: Washington Square College. *History Card.* In use 1924.

Personnel information, filled in part by student. Kept up to date by dean.

New York University: Washington Square College. *Faculty Advisory Reports.* In use 1923, card.

A rating scale to be used by faculty adviser in reporting on student. Used at end of each semester.

New York University: Washington Square College. *Personal Rating Blank.* p. 1. In use 1924.

For use by high school principal in rating candidate for admission.

New York University (Departments on University Heights). *Personnel Information Card.* In use 1924.

A personnel questionnaire of brief nature, to be filled out by each applicant for admission.

Northwestern University: Personnel Office. *Summary Record, Form A,* pp. 4, September, 1923, Revised October, 1924.

Contains personal information from application blank, interviews, academic and employment records.

Northwestern University: Personnel Office. *Interview Sheet,* p. 1, 1924. To supplement the summary record.

Northwestern University: Director of Admissions. *Admission Blanks, 1924 series.*

1. Application, with personal information and objectives;
2. Principal's form, record and personal information;
3. Principal's rating sheet;
4. Three rating sheets to be filled by acquaintances;
5. Physician's statement.

Northwestern University: Personnel Office. *Student Rating Scale,* p. 1. In use 1924.

A graphic rating scale.

Purdue University: Office of the Dean of Engineering. *Letter to Employer of Graduate, asking for Rating.* Lafayette, Ind., p. 1. In use 1924.

This letter includes the rating form to be used in responding. It is sent to the employer a year after graduation of the student.

Purdue University: Office of the Dean of Engineering. Letter to Reference, Asking Rating on Sophomore Student. Lafayette, Ind., p. 1. In use 1924.

This letter includes the rating form to be used in responding.

Purdue University: Office of the Dean of Engineering. Data Collection Sheet for Personnel Record Card. Lafayette, Ind., p. 1. In use 1924.

On this blank the student at the end of his freshman year lists references to whom rating sheets may be sent; faculty, students, others.

Purdue University: Office of the Dean of Engineering. Class Rating Sheet. Lafayette, Ind., p. 1. In use 1924.

For instructor to use in rating men in his class.

Purdue University: Office of the Dean of Engineering. Student's Personnel Record Card. Lafayette, Ind. In use 1924.

Blanks for entries from sophomore ratings, senior ratings, interviews, academic record summaries, practical experience before entering Purdue.

Purdue University: Office of the Dean of Engineering. Student's Personnel Record. Lafayette, Ind., p. 1.

Calls for student to review his 4 years in the university.

State University of Iowa. Student Information Blank. Iowa City, Ia., pp. 4, 1924.

A questionnaire to be filled out by each matriculating student, giving educational and vocational experience and interests and personal and family information.

State University of Iowa. Student Time Chart. Iowa City, Ia., pp. 1. In use 1924.

Chart for a typical week.

University of Chicago: School of Commerce and Administration. The new "personal estimate blank." Mimeographed, pp. 3, November, 1924.

A description of the new blank, with instructions for use.

The blank is a combination of rating scale and questionnaire as to characteristics.

University of Chicago: School of Commerce and Administration. Personal record — undergraduate; personal record — graduate; life history blank (required with either of above). Chicago, 1924, one page each.

Questionnaires to be filled out at registration.

University of Chicago: School of Commerce and Administration. Blanks, single sheet, for securing statements on students from references given by the student.

University of Chicago: Colleges of Arts, Literature and Science. Personnel Summary. Chicago, p. 1, 1924.

For sending to each instructor of a freshman a digest of identifying material about him.

University of Chicago. Application for admission to the junior colleges. Chicago, 1924.

In addition to certificate of recommendation, includes Form A, personnel questionnaire including autobiography; Form B, personal report by a teacher; Form C, personal report by principal; Form D, physician's statement. School of Commerce and Administration requires also list of names for reference, to whom it sends inquiry.

University of Chicago: School of Commerce and Administration. Interview Notes, pp. 1, 1924.

Blank for recording results of required interview, following matriculation, in which information supplementary to that obtained in application blanks and registration blanks is secured.

University of Illinois: College of Engineering. Graduate Record Card. Urbana, Ill., card in use 1924.

A personnel card, with photograph, for the dean's office; used in placement.

University of Michigan: School of Business Administration. Personal Record of Student. Ann Arbor, mimeographed, pp. 28, 1924.

A searching questionnaire inquiring into identification, history, interests, interests of friends and family, self-analysis.

University of Michigan: School of Business Administration. Instructor's Report on Student. Ann Arbor, mimeographed, pp. 12, 1924.

A searching personal questionnaire.

University of Michigan: School of Business Administration. Student's Permanent Record Card. Ann Arbor, 1924.

Contains personnel material as well as academic record.

University of Minnesota. Time Distribution Sheet. Single sheet, one face for complete weekly time distribution, the other for summary by activities.

University of Minnesota, University Health Service. Mental Hygiene Questionnaire. Minneapolis, p. 1, 1924.

Thirty-five questions designed to learn whether psychiatric assistance is needed. All freshmen are required to fill the blank.

University of Minnesota: Committee of Special Advisers. Personnel Record Form. Printed on manila folder. In use 1924.

Yale University: Bureau of Appointments. Opinion Sheet, including rating scale. New Haven, form in use 1924 for candidates for non-teaching positions.

Yale University: Bureau of Appointments, Committee on Teaching Appointments. Personal Data Sheet, including rating scale. New Haven. In use 1924.

STUDIES OF GUIDANCE AND OF PERSONNEL WORK

Association of Collegiate Alumnae (now the American Association of University Women). Questionnaire study of vocational guidance in the colleges sent out January, 1919.

Two-page questionnaire and four-page report on significant questions — 60 responses to 96 questionnaires sent out. Reports in Bureau of Vocational Guidance, Harvard University. Miss Florence Jackson, Women's Educational and Industrial Union, Boston, was chairman of the committee.

Blake, Mabelle B. Guidance for College Women. D. Appleton Co., 1926.

A study based upon a doctor's thesis presented to the Graduate School of Education of Harvard University in June, 1925.

Historical treatment of Smith College, its growth in numbers, enrichment of offerings. Many cases of individual guidance problems. Questionnaire study of pupils in secondary schools, followed by case studies. Orientation classes.

Clark, Elmer B. Questionnaires on college guidance. Clark University, Worcester, Mass., October 18, 1916.

Topical syllabus No. 66a. A questionnaire addressed to students inquiring as to vocational objectives, method of attaining them, correlation with present studies, etc. Topical syllabus No. 668. A questionnaire addressed to colleges to determine whether the college has any machinery for guidance, and conception of its responsibilities to the students in this respect.

Doermann, Henry J. The Orientation of College Freshmen. William and Wilkins Co., 1926. A study based upon a doctor's thesis presented to the Graduate School of Education of Harvard University in June, 1925.

Eckert, Dana Z. A Job Analysis of Vocational Counseling. School and Society, vol. xvi, No. 409, pp. 489-491, October 28, 1922.

The Pittsburgh schools and guidance. A committee on the functions of the public schools in training for vocations. Lists a sum-total of all the duties reported by various counselors.

Harris, Walter L. The Problem of Vocational Guidance and Placement in the University of Michigan. Ann Arbor, a thesis for the Ph.D. degree, not published, 1924.

Study carried on under direction of Professor George E. Myers, and supervision of the faculty Committee on Vocational Guidance and Placement. Brief discussion of general problem and national recognition; study of Michigan freshmen and seniors; report on the guidance and placement services now found at Michigan. Recommendations to the university. Bibliography.

Hodges, William T. Student Accounting in Six Virginia Colleges. Unpublished. A thesis accepted by the Harvard University Graduate School of Education in June, 1925, 137 typed pages.

Statistics on length of residence and percentage of students who graduate show higher elimination from Virginia colleges than from others. Failure not the sole cause of elimination. Appreciation of the New England custom of "class" spirit and organization. Recommendations, better secondary school standards, faculty permanence, better accrediting and selection of college entrants. In college, recommends more extensive guidance of freshmen, prescription of first year studies, and student accounting for administrative purposes and for guidance.

Lane, May Rogers (The White-Williams Foundation, Philadelphia). Some Recent Researches in Guidance. School and Society, vol. xx, No. 505, pp. 268-272, August 30, 1924.

Maverick, Lewis A. Status of Vocational Guidance in Massachusetts, April, 1919. The School Review, vol. xxix, No. 1, pp. 31-37, January, 1921.

A study of practices in the secondary and elementary schools of the state. Conducted by questionnaire, supplemented in Boston and vicinity by direct investigation.

Personnel Research Federation. Directory of Placement Services in American Colleges and Universities. Service Bulletin, vol. i, No. 3, pp. 4, July 7, 1925. (New York, 40 West 40th St.).
Prepared for business and industrial concerns employing college men and women.

Southern Woman's Educational Alliance: Department of Educational Information and Guidance. Vocational Guidance in the Colleges. Bulletin No. 2, pp. 8, May, 1921. Address, Hotel Richmond, Richmond, Va.
Educational objectives. What the colleges are doing. Based on inter-collegiate meeting in New York, February, 1921.

Stone, William Herschell. Personnel Service in Education. Thesis for Ph.D. degree, University of California, Berkeley, Cal., pp. 127, August, 1923, typed.
The purpose is stated as the formulation of recommendations for personnel service to universities, colleges, and high schools. Study involves institutional practices and opinions, and student experiences and opinions.

Stone, William Herschell. Vocational Guidance in Colleges and Universities. Chapter VI in the twenty-third Year-book of the National Society for the Study of Education, pp. 139-145, Bloomington, Ill., Public School Publishing Co., 1924.
A brief report on the situation. "While guidance should tend to be vocationally restrictive, yet college guidance should be educationally amply liberalizing and cultural."

Stott, M. Boole. Report on the Present Position of Vocational Guidance and Vocational Selection, pp. 95. London, Women's Employment Publishing Co., 1925.
An international study, quoting opinions of authorities in Europe and America, and giving information about practice. Devotes attention chiefly to psychological phases of guidance — testing and measuring. Part IV is a report of systems in use. References are handled suggestively, not exhaustively. Bibliographic references similarly. Gives a good start for a study of European guidance and selection.

Vocational Guidance in the Colleges. News-Bulletin of the Bureau of Vocational Information, New York City, vol. i, No. 9, February 1, 1923.
The dean of women finds herself giving vocational counsel, directing student vocational committees; faculty fear of vocationalizing the curriculum; annual vocational conferences popular, though some question their value (at Montana State College the "congress" is for high school pupils); Bryn Mawr is making into series of weekly addresses; appointment bureaus, especially Goucher and Barnard Colleges, publication of vocational information; visiting counselors from the ten occupational bureaus for college women; use of psychological tests.

Zerfoss, Karl Peak. Vocational Guidance in Colleges and Universities. Nashville, Tenn., Southern College of Y. M. C. A., typed thesis, pp. 188, 1922.
Underlying theory; guidance found in the country; application to the Y. M. C. A. Note in particular that he regards the guidance function of the Y. M. C. A. as temporary until the college undertakes guidance.

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VOCATIONAL EDUCATION, PART-TIME COOPERATIVE EDUCATION

Alltucker, Margaret M. Coördination in Part-time Education. University of California, Division of Vocational Education, Part-time education; series No. 4, Bulletin No. 3, pp. 44, Berkeley, 1921.

An analysis of the work of coördination, including guidance. Suggestive for colleges.

American Management Association: Committee on Relations with Collegiate Schools of Business. Collegiate schools of business; their progress and problems. New York. Committee report series No. 8, pp. 14, 1924.

Questionnaires sent by eight schools of business to their graduates. Two thousand one hundred responses. Analysis and statement of problems.

Antioch College. The Antioch Plan, Announcement 1921-1922. Yellow Springs, Ohio. Bulletin, vol. xvii, No. 2, pp. 21, April, 1921.

A general prospectus, and preliminary announcement.

Antioch College. About Antioch, Announcement 1922-1923. Yellow Springs, Ohio. Bulletin, vol. xviii, No. 2, pp. 16-17, April, 1922, the coöperative plan: first for better training, second for vocational selection by try-out; pp. 21-23, typical course of study includes: first half freshman year 3 hour courses in college aims; second half freshman year 3 hour course in industrial problems in life; first semester sixth (senior) year, 1 hour course aims; pp. 28, 29, function of faculty advisers, "to assist the student in his choice of elective studies, in selecting the type of industrial work he is best fitted to do, and generally in adjusting himself to the conditions of college life. The student is expected to keep close touch with the adviser throughout the year, and to discuss with him all college and personal plans, perplexities, and difficulties, as he would with an intimate friend."

Bigelow, Maurice A. Vocational Guidance Before Admission to Vocational Departments. Southern Woman's Educational Alliance, Richmond, Va. Bulletin No. 2, p. 6, May, 1921.

Danger in making vocational decision too early. Advocates freshman year have nearly same content in all departments and in nearly all colleges to facilitate transfer.

Board of Investigation and Coördination, Society for the Promotion of Engineering Education. Engineering Education, vol. xiv, No. 7, pp. 305-309, March, 1924.

A report giving membership, origin and functions of the Board and the grant of the Carnegie Corporation of \$108,000 for the work of the board.

Brewer, John Marks. The need for Vocational Guidance in any Plan for Vocational Education. Educational Administration and Supervision, vol. vi, No. 3, pp. 126-138, March, 1920.

Although written for the secondary schools, the entire article is applicable to the professional school or technical department in college. It submits that guidance is needed before, during, and after vocational education.

Bryan, W. D. Combined Courses in Academic and Professional Work. Association of American Universities 12th Annual Conference, 1910.

Page 17, "Too early entrance upon one's life work tends to develop early efficiency at the cost of final efficiency."

Page 25, Comments by President Lowell, chiefly on double credit for one course, toward academic and professional degrees.

College of Industrial Arts. Catalogue. Denton, Texas. Bulletin No. 108, pp. 239, March 1, 1924.

Page 61, College vocational certificates: the vocational counselor has privilege of outlining individual curriculum of one, two, or more years, at completion of which these certificates issued. Vocational training and counseling, continues the above and lists sample courses leading to certificates.

Hammond, H. P. Progress in the Society's Investigation of Engineering Education. *Journal of Engineering Education*, new series, vol. xv, No. 3, pp. 165-172, November, 1924.

Hammond, H. P. (Society for the Promotion of Engineering Education). Preparation, Admission, and Elimination of Engineering Students. *Journal of Engineering Education*, vol. xv, No. 7, pp. 498-508, March, 1925.

A preliminary report upon an investigation being conducted by the society in coöperation with engineering faculties. Admission requirements; subjects, examinations, entrance conditions, faculty opinion on high school preparation is that it is not so good as ten years ago, especially in mathematics and English. Devices for a short try-out in mathematics, in nature of rapid review, resulting in sectioning of class and assignment of some to a make-up class. Choice of career, need of sound advice, especially in the high school, as most engineering students come with the department inflexibly picked out. Table of causes of elimination, 55 to 60 per cent attributable to scholastic difficulty. Call for opinions.

Howe, Harriet E. The Board of Education for Librarianship. *School and Society*, vol. xxi, No. 524, pp. 53, 54, January 10, 1925.

Includes statement of intention of the board to make a job analysis of librarianship, to help standardize training curricula.

Mann, Charles Riborg. A Study of Engineering Education. (Prepared for the joint committee on engineering education of the national engineering societies.) The Carnegie Foundation for the Advancement of Teaching. Bulletin No. 11, pp. 139, 1917.

Chapter 6, Student elimination and progress; chapter 8, admission; Chapter 11, testing and grading; chapter 14, specialization; bibliography.

Morgan, Arthur E. (President.) The reorganization program for Antioch College, pp. 4. Dayton, Ohio, July, 1920.

Outlines the purposes and major outlines of the reorganization scheme to go into effect September, 1921. Coöperative, part-time plan; coördination very important; liberal arts and technical courses.

National Industrial Conference Board. Engineering Educational and American Industry. Published by the Board, 10 East 39th St., New York City, 1923. Special Report, No. 25, pp. 25.

A report of the joint conference committee of the National Industrial Conference Board and the Society for the Promotion of Engineering Edu-

cation. This presents a statistical study of the opportunities for engineers, of the occupational experiences of individuals who have completed engineering courses, of the present trends in engineering education, and suggestions with reference to these problems, in particular, with reference to the selection and classification of students.

National Personnel Association. Coöperation with Engineering Colleges; a supplement to the report of the committee on relations with engineering colleges, pp. 10. New York, 1922.

The discussion of the committee's report at the annual meeting.

National Personnel Association: Committee on Relations with Engineering Colleges, W. E. Wickenden, Chairman. Coöperation with Engineering Colleges, pp. 11. New York, National Personnel Association (now the American Management Association), 1922.

Refers to reports in 1918, 1919, and 1921 to the Association (then the National Association of Corporation Training). Refers to activities of the Society for the Promotion of Engineering Education. Suggests forms of assistance to engineering colleges from corporations: financial, material, teaching, and administrative service, subject-matter and aids to instruction, contributions to vocational guidance of students, contributions to educational research, etc.

Power, Ralph L. Supervised employment in university schools of business administration. *Educational Review*, vol. lxi, No. 4, pp. 346-349, April, 1921.

Reports upon the systems in the different schools; summer employment, coöperative plans, etc.

Prosser, Charles A., and Allen, Charles R. *Vocational Education in a Democracy*. pp. 580. New York, The Century Co., 1925.

A text with thorough sociological treatment; considers questions of guidance which are connected with vocational education. Bibliography at end of each chapter.

Ricciardi, Nicholas. Standards of Measuring the Effectiveness of Vocational Education. *California Quarterly of Secondary Education*, vol. i, No. 2, pp. 221-224, January, 1926.

Robinson, Virginia P. Education for a Profession-in-the-making (social service). *Survey*, vol. lii, No. 11, pp. 589-592, September 1, 1924.

Stresses the recent provision of real professional education, more adequate in many ways than old apprenticeship.

Roe, Joseph W. Coöperative Plan of Engineering Education. *Management Engineering*, vol. ii, No. 5, pp. 269-274, May, 1922.

A report upon the different plans of the engineering schools for giving "practice" in connection with the "theory." A plea for the coöperative plan.

Scott, Charles F., Bishop, F. L., and Wickenden, W. E. Statement of Objectives and Outline of Procedures of the Investigation of Engineering Education. *Journal of Engineering Education*, new series, vol. xv, No. 5, pp. 315-323, January, 1925.

Society for the Promotion of Engineering Education: Board of Investigation and Coördination. Annual Report of the Director and Associate Director. December 1, 1924. *Journal of Engineering Education*, new series, vol. xv, No. 6, pp. 414-421, February, 1925.

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